

# The MAGAZINE

OFFICIAL ORGAN OF THE  
**ALBERTA TEACHERS' ASSOCIATION**

MAGISTRI NEQUE SERVI



VOLUME XXI

NUMBER 8

## Teachers Not Excepted



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Editorial, THE NEW REPUBLIC

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Dr. M. E. Lazerte,

**APRIL, 1941**

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# THE A.T.A. MAGAZINE



OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume XXI

APRIL, NINETEEN HUNDRED AND FORTY-ONE

Number EIGHT

## EDITORIAL

### RING IN THE NEW

KEEPING one's ears open while traveling around the Province one hears the definite reactions of teachers towards the Programme of Studies whose underlying philosophy, of course, is more or less in line with that of the Progressive Education Association. The teachers seem to be overwhelmingly receptive to the new ideal, both in theory and in practice. The guest speakers who made the itinerary of the Fall Conventions spoke appreciatively of the fine spirit displayed by the teachers of Alberta, their open-mindedness, their receptivity to new ideas, their general desire to experiment, and their freedom from hidebound tradition. Particularly did this apply with respect to teachers from rural schools and smaller centres. Several instances were noted where the questions put by the teachers revealed particular alertness of mind and clarity of thought.

THE battle of progress may have been won, but the "mopping up" process is not yet completed. There are still a few who would resent any suggestion that progress is distasteful to them; nevertheless it is obvious that they have not yet caught the vision. They argue along this line:

"The old methods of teaching, the old courses of study are not dead yet—not by any means. I'm not convinced yet that it is a good thing for pupils, particularly of High School age, not to be forced to tackle unpleasant tasks. When they leave school and enter life they'll have to stand up to difficulties or they'll go under—that's life."

"After all's said and done, every pupil should have to submit to mental discipline; one who doesn't experience such discipline develops into a human being not worth his salt."

"This talk about pupils' doing nothing in school but what is interesting to them doesn't seem to be sound."

"The trouble with these new-fangled systems is that so many boys and girls run the danger of being spoiled; they haven't been compelled to stick to tasks irrespective of whether they like them or not. They just fall into lazy habits and expect everything to be sugar coated—with a resultant lack of thoroughness and of the will to achieve. They are not prepared for life and proper living."

... And so it goes on *ad libitum*. All of the above, it seems to us, goes to prove that people who argue along this line have not thought the problem through. Do they not beg the question by defining "interest" as being synonymous with "pleasure" or "simplicity" or "easiness"? True, the motivation for any task should be the desire to achieve something worth while, something which appeals to the pupil's desire for self-advancement or, better still, the betterment of his group or of the society in which he lives, moves and has his being.

HERE it might be as well to question whether or not too much stress has been laid in the past on the appeal to self-interest, that is, leading too much in the direction of giving the boys and girls to understand that they will get better jobs and become more influential citizens in the long run if they perform certain unpleasant tasks. We have no desire to decry the actual monetary value of education to the pupil—quite the contrary. But from time to time educators indulge in a kind of salesmanship "stunt", by quoting statistics setting forth the actual monetary value to pupils of every day, week, month or year, spent in High School, in the University, and so on. These statistics are based on investigations of salaries earned throughout life by large numbers of people:

- Those who have never attended High School
- Those who attended High School for a time
- Those who attended University, and so on,

the assumption being that the difference in salary is attributable solely to the benefits accruing from attendance at the above-mentioned respective institutions.

BUT is it quite sound to take these statistics and use them in this way? There are, it seems to us, other sidelights which should be observed in interpreting such statistics, before jumping with any degree of certainty to final conclusions as to the monetary value of Education. Do we not forget one of the most impor-

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tant factors—that the pupils who are able to attend throughout High School or University are of superior intelligence anyway and in the final result, of course, brains tell? Is there not also this significant matter to be taken into consideration—that the parents who can afford to send their offspring to High School or University in the majority of cases are in positions of influence, in key posts, and therefore often able to give their children a real starter in life, either in their own business or company, or else in the firms of their business or political associates: in other words, their children get their jobs in the first place largely through “pull”. What proportion this factor bears in affecting their earnings through life to that attributable to attendance at High School or University surpasses the wisdom of any Solomon to judge. In any case, however, we suggest that all should go very carefully in stressing unduly the materialistic, self-interest value of education, for education is essentially a spiritual function. After all, that type of appeal is anti-social; it is the appeal of the jungle, the law of tooth and claw, each for himself and the Devil take the hindmost.

**A** GAIN, it is as open to question that those in the upper salary brackets reached their positions largely by reason of that oft referred to early training and mental discipline, that wrestling with difficulties and problems in school. It is all very well to talk about people's being mentally disciplined through the academic courses, as though that is the only possible way of securing mental discipline. One wonders, however, just how much mental discipline many of the brighter students actually experience in the High School; how often do they really have to tackle and grind away at, to them, truly difficult problems? Is it not true that a good many of the bright students find very little difficulty at all in grasping and solving problems which arise in school? They just “tumble” to the work in the same way that a man who has the natural faculty for music “tumbles” to music or the artist to art, and the greater proportion of the work to students academically inclined is of this type: in other words, they just don't get the mental discipline that we hear so much about; it is only the pupils who are not quite so bright who receive the mental discipline—or mental anguish. Often, instead of mental discipline they get nausea for school work, and nothing but fear of

punishment or humiliation would induce them to continue with what has no appeal for them. The responsibility goes no further than the individual's responsibility to himself. If he does not do the work, or if he can't do it, then it is just too bad for him.

The other point of view is that, if the wider interest is awakened, if the student enters into a project along with others, his interest does not centre around like or dislike of the individual task. If he is one of a group he works as a member of that group—not for himself alone, but for the group. If he falls down then he lets down the group, and one can imagine under those circumstances where there is teamwork the term “interest” has a much wider application. Human nature is such that, if there is a wider object in mind than just the performance of every single task, the individual will tackle many tasks even though they be difficult, positively distasteful and trying to the patience, in order that the main aim may be achieved. And so mental discipline is in operation. This, it seems to us, is the key to the interest-motivated process: it doesn't mean that every detail of the work must be easy to perform, but on the other hand it does mean that the school shall arouse and develop the ideals of co-operative action and living.

#### WHAT MEANS DEMOCRACY TO YOU?

**T**HE Committee of Arrangements for the Easter Convention has decided on an Open Forum—subject: Our Concept of Democracy—to be staged on the Wednesday afternoon of Convention Week, April 16th.

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**O**N BEHALF of the City of Edmonton  
I wish to extend a cordial welcome  
to all teachers attending the Easter Con-  
vention in Edmonton from April 14th to  
17th.

I trust that the Convention will prove  
to be beneficial to all who attend, and that  
it will be an enjoyable occasion especially  
for our visitors from out of town.

JOHN W. FRY,  
MAYOR OF EDMONTON.

There is a great deal of discussion on the abstract term "Democracy"—Democracy and the Present Situation, Democracy in Education, Democracy and the New Order, etc., etc.—terms which are more or less very loosely used, almost analogous to a ready quotation of verses of Scripture without any appreciation of the inner significance of such passages. It was thought advisable, therefore, that the teaching profession should at least discuss this matter and clarify their thinking with respect thereto, and the application of democratic principles as they affect Government, social and political life, school procedures and courses of study.

THE plan for this item on the Programme is that Dr. C. Sansom will be the chairman, throw the issue into the ring, so to speak, and generally pilot the discussion. However, it was felt by the Committee of Arrangements that just to have a speaker lead off and then await questions or comments to come spontaneously from the floor might not be the best means of securing profitable results. It has therefore been thought advisable to make a definite request that a number of members of the Association throughout the Province reflect on this matter of Democracy and come to the Convention prepared to participate in the discussion.

MAYBE the outcome of this "Open Forum" will be a declaration of the A.T.A. creed in regard to Democracy. We can not, must not, at this time allow the thinking of our membership to be befogged on this issue. We should have made clear in our

own minds just what is Democracy and the ramifications of Democracy. If Democracy means what lip service in a general way says it means, then surely the teachers with their many contacts and their potentialities for leadership should, nay must! assert their stand on the issue and do what they can in the personal, social, and political way to further the aims and ends of Democracy in Alberta, in Canada.

It is suggested that members might do well to muse on the "Musings of a Member" published below.

## A Member's Musings on the Word Democracy

THE first question is: do we want liberty or equality? These are antagonistic terms. The only way you can make people equal in any matter of performance is to take away their liberty. I do not mean equal before God, or before the law, or in opportunities to perform, but in quite concrete human performance. Would you have equality in writing? Take away freedom to write. In speaking? In thinking? In any sort of acting? Clamp on the censor. Give men equality of opportunity and you automatically set up an inequality in almost everything that matters. Consider the goose-step. What a beautiful sight! What wonderful equality? Let all of our "equalitarians" take a look and rejoice that the day of our deliverance is at hand!

You see, we are getting neurotic on this question. That is the trouble. We want democracy and we don't want it at the same moment. We prate about democracy and at the same time worship collectivism. Democracy implies individualism. It means individual liberty, and this means individual inequality. The Germans are more consistent. Hating democracy they have closed most of the universities and substituted the goose-step. Let us decide on what we want. After all, it is not so difficult. The trouble is we are afraid of what we want. That is why people write innumerable books and have innumerable discussions about democracy without saying anything. It may be that democracy has its price. Most good things have. Political democracy differs from social democracy. In the former freedom is the key-word—especially to be free to select our own rulers without restriction or duress on given occasions or on any desired occasion. This is the literal meaning of the word, the original meaning, and the true meaning.

In social democracy the key-word is equality—but only equality as persons, not equality in performance or achievement. It implies the death-knell of snobbery, snottishness, caste. Men as living souls are equal before man as they are equal before God or before the law. All men are equally worthy of respect, if they are worthy of respect. But this does not mean equality in wealth, in position, in intelligence, or in achievement, or in any other respect than just as persons. The idea of rulership does not enter at all. The word "democracy" in this setting seems to have moved completely away from its literal and original meaning.

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What does "economic democracy" mean? Presumably equality of wealth and income. The only way to safely bring about equality of wealth and income as achievements is to conclude that these things are really of not much importance in the world. Democracy provides for individual inequality in performance, but not, of course, in the matter, say, of knocking people on the head, nor in the matter of piling up much wealth if this is dangerous for other men.

The essence of democracy is freedom. But after all freedom is an abstraction. There is perhaps no such real existing thing as freedom, but only **free actions**, from which the idea of freedom has been abstracted by the mind. It would seem so much better if we would talk about "freedoms" rather than "freedom." And the moment we begin to do that two things emerge. One is that "freedoms" differ so enormously in importance, from the supreme freedoms of choosing our rulers and the spiritual and mental development down through zero to the negative freedoms to kill and loot our fellows. Another thing to note is that the relative value of "freedoms" changes from age to age. Hence, instead of ringing the changes eternally on "freedom," which perhaps does not exist at all, let us discern once in a while the quite specific and actual "freedoms" that we want and do not want at this particular time. "Dangerous", you say. Then let us talk about the weather.

Another just as vicious an abstraction is "society." Society is not a "concretion." Society has no soul. Society has no heart, no sensibilities, no feeling. Society doesn't love music. It is only **individuals** who have those attributes. As teachers we do not serve society, but individuals. How can we serve an abstraction? As teachers we are not paid by "society"—but in quite concrete dollars paid out by quite concrete individuals. Yet this doctrine is complete heresy at a time when the whole universe revolves around "social science." We have become so afraid of real things that we have fled in terror to the shelter of verbal abstractions. "Democracy", too, is an abstraction. In the concrete there are only democratic ways of acting, quite specific and tangible insofar as they have any effectiveness in life at all. Democracy points to the concrete individual. It means individualism. And we are afraid to face the fact. We really want collectivism, socialism, committees, imposed co-operation. We are

fighting a great war against the very people who ridicule the thing we are trying to hide away from in a fog of verbalism. Small wonder we are all neurotic.

We are engaged in a titanic struggle which may involve the entire destiny of mankind. And the key to the struggle is the question of individualism vs. some form of collectivism in which the individual will be submerged. Liberty is the key to the riddle. Democracy gives us this in the form, primarily, of a free ballot, for men will not for long suffer a ruler who deprives them of necessary or desirable "freedoms" if they have it in their power to remove him. Neither will men for very long endure a traditional "freedom" after it has become oppressive. Hence we see capitalism on its way out. Yet capitalism has much to its credit. It is a phase of individualism which served its time. Perhaps the time even yet is not so very far distant when the evils of capitalism, on balance, will begin to outweigh its benefits.

In this great struggle we are greatly in need of a symbol to represent everything we are striving for. Apart from the flag we have none such unless it is the word **democracy**. Yet democracy is shot through with undesirable connotations from the past. It seems to stand for unemployment and social injustice in the minds of multitudes of people. It is not fresh and new, only forward looking, like the Swastika, for example. Is it not possible to revivify this grand old word which in its true inherent meaning is the best, and perhaps the only, safeguard for the rights of man, for the rights of the individual man against oppression, that has ever been conceived? It is the free and untrammelled right to choose our rulers that I come back to from every excursion of my mind into the mazes and perplexities of this question of social control and of the relation of the one to the many. That is democracy. Perhaps democracy, stripped of the outworn freedoms of capitalism and unjustifiable profits is just socialism. I am not sure. But in any case democracy seems to be our word. In the sphere of politics, in the truest and best sense of the word, as well as in the worst, democracy still holds the germ of man's best protection against the tyranny and oppression of his fellow man.

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## PRESIDENT'S NEWS LETTER

**P**ERHAPS I should devote this my last President's letter to recounting the achievements of our Association during the past two years.

However, I am more concerned with the future than with the past. Nor is it a particularly bright future to contemplate. I have striven to serve education by urging that salaries be adequate to hold those people who by their idealism, training and personality are best fitted to serve as teachers, for I realize that educational progress and democratic evolution are inexorably bound up with a worthy and contented teaching staff. However, the present salary situation is such as leads neither to contentment nor permanence.

Most Alberta teachers have recently come through a period of salary negotiation. Always the story is the same: The school board listened courteously to the teachers' case, they agreed that living costs had risen, they admitted that salaries were not high enough to hold the desired type of teacher, they maintained there was no more money and the mill-rate must not be raised. The public—so the board contended—could not, or would not, countenance increased educational expenditure at such a time, etc., etc. . . .

Yet we know that Dominion Government expenditures are creating boom conditions in our cities, while the Alberta Minister of Agriculture is reported as stating in the Legislature that agricultural production for 1940 was in excess of 206 millions of dollars, the highest since the peak year of 1929.\*

Cheese paring in education is no way to serve a democracy in her time of trial. In fact it is astounding that those charged with the local administration of education do not hesitate to push a policy of economy at a time like the present. Do they not realize that they are driving out teachers by the score? Can they not foresee a dearth of trained teachers by next fall? Nor must we take it that this shortage is being produced by enlistments. True, many teachers have gone into active service but far more have stepped into the more lucrative business field. I quote a typical letter:

Feb. 26, 1941.—“Re your query of my standing in the A.T.A. You will note that I left the profession on Nov. 1st, 1940. How long I will remain out of it I can't state at the present time but I am employed as an office man in the local garage. Since it pays better than teaching I naturally took the job.”

The educational results of this penuric policy are clear. Schools will be closed and can be re-opened only by inviting people long since out of the profession to re-enter. Such teachers, out of touch with current trends, will know little of the progressive idealism that at present inspires Alberta teachers. Then will the enemies of the new Alberta programme rejoice, for left without exponents, it will come crashing down upon the heads of its promoters. It is difficult to believe that school trustees who stubbornly resist salary increases realize that they are sabotaging the present plan for democratic education. However, the fact remains

\**Edmonton Bulletin*, Feb. 26, 1941.

that whether the act is deliberate or not, the results are nevertheless the same.

What is the function of a school trustee? Is it merely to keep the building open for a given number of days per year? Does he recognize no responsibility as to the quality of teaching that is done? Is his stewardship of the public purse more sacred than his stewardship of the public good? Is he ready to admit utter bankruptcy of idealism and public-spiritedness and agree that, if the case for these is to be heard, it must be voiced by the teachers only, and that in the face of his opposition? How long will the public tolerate this calibre of trusteeship? It is time we had more people on our school boards with courage and a higher degree of understanding of the functioning of democracy, its needs and aims; irrespective of political expediency.

This is, as I see it, the problem of the future. It is to be hoped that those charged with the administration of education will recognize the gravity of the situation in time to save the structure from collapse.

I have enjoyed my term of office as president of the A.T.A. However, before taking my leave I wish to pay tribute to the loyal support and sound advice of the many friends who have helped me immeasurably by keeping me intimately in touch with the provincial situation. I wish to congratulate Mr. J. A. Smith, who is to succeed me without the necessity of a contested election and I congratulate the teachers of this Province for their wisdom in the choice of a president to whom we can look for able leadership through a trying time.

Yours fraternally,

RAYMOND E. SHAULL

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# EASTER CONVENTION TIME TABLE

MONDAY TO THURSDAY  
APRIL 14<sup>TH</sup> TO 17<sup>TH</sup>, 1941.

MACDONALD HOTEL  
EDMONTON

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
MORNING	<p>9:00 - 10:30 MEETING OF PROVINCIAL EXECUTIVE</p> <p>10:30 - 12:00 ANNUAL GENERAL MEETING REGISTRATION OF DELEGATES.</p>	<p>9:00 - 11:00 ANNUAL GENERAL MEETING</p> <p>11:00 - 12:00 REPORT ON PENSIONS REGISTRATION OF TEACHERS OTHER THAN DELEGATES.</p>	<p>9:00 - 10:30 (1) ANNUAL GENERAL MEETING (2) MEETING OF SUPERVISORS WITH DR. RUGG</p> <p>10:30 - 11:30 MR. LEO KUNELIUS: "TEACHING FOR THE NEW ORDER" Chairman - Mr. E.T. WIGGINS</p> <p>11:30 - 12:00 ARCHBISHOP MACDONALD "CREDIT UNION" Chairman - F.W. COFFEY</p>	<p>9:00 - 10:30 SECTIONAL MEETINGS INDUSTRIAL ARTS Chairman - C.R. FORD OTHER GROUPS IF ARRANGEMENTS CAN BE MADE.</p> <p>10:30 - 12:00 ANNUAL GENERAL MEETING</p>
AFTERNOON	<p>2:00 - 4:00 ANNUAL GENERAL MEETING</p> <p>4:00 - 6:00 MEETINGS OF A.G.M. COMMITTEES</p>	<p>2:00 - 3:00 FORMAL OPENING OF GENERAL SESSION MAYOR OF EDMONTON } Chairman - MINISTER OF EDUCATION } PRES. R.E. SHAUL</p> <p>3:00 - 4:00 DR. HAROLD RUGG: "DEMOCRACY FOR WORLD PEACE"</p> <p>4:00 - 5:00 MR. STANLEY CLARKE: "PERSONALITY DEVELOPMENT" Chairman - Mr. A. AALBORG.</p>	<p>2:00 - 3:00 DR. HAROLD RUGG: "DEMOCRACY &amp; THE ARTS" Chairman - Mr. SYDNEY WHITE</p> <p>3:00 - 5:00 OPEN FORUM "OUR CONCEPT OF DEMOCRACY" Chairman - Dr. C. SANSON</p>	<p>2:00 P.M. ANNUAL GENERAL MEETING</p>
EVENING	<p>EDMONTON LITTLE THEATRE "TONY DRAWS A HORSE" DIRECTED BY MISS EVA HOWARD ORCHESTRA 8:15 CURTAIN 8:30 MASONIC HALL</p>	<p>8:00 P.M. PUBLIC MEETING McDOUGALL UNITED CHURCH DR. HAROLD RUGG: "DEMOCRACY &amp; THE CURRICULUM" Chairman - Dr. H.C. NEWLAND Supervisor of Schools</p>	<p>☆ BANQUET SPEAKER: MRS. J.C. GARRETT "HOLLAND BEFORE THE INVASION" Chairman - PRES. R.E. SHAUL 9:00 P.M. DANCE IN BALLROOM - BRIDGE DISPLAY OF SOUND FILMS - H.P. BROWN</p>	



# WAR, *What and Who Make It?*

SAMUEL EVERETT, Ph.D.

The problem discussed in this article is a complex one, regarding which there may be many different points of view. Here is one student's analysis. His opinion, like many others which might be presented, does not necessarily represent the opinion of the Editor.

The article is the sixth one in the Parent-Teacher citizenship study course entitled "This World of Ours."

**T**HE QUESTION of what and who make war still seems to many Americans a highly academic one. Those who delight in the give and take of discussion may argue pro and con. Self-styled intellectuals may dispute the issues. But the question seems of little or no concern to the great mass of the American people whose job it is to carry on commerce, keep the wheels of industry turning, till the soil—the common people who carry on the work of the world. A friend of mine recently remarked, "We really ought to pay someone for the grandstand seat we now enjoy. We are privileged to look on in one of the most chaotic and epoch-making periods of history."

A "grandstand seat"! We are privileged to look at a mighty spectacle, much as the audience does at a football game, applauding one or the other side in which we have transitory interests but no real vital concerns. Or, to change the figure, we are like impersonal gods who are privileged to look upon the catastrophic forces at work in the modern world, believing that the outcome is of little concern to us.

But an ever-growing body of Americans is accepting a wholly different view. Far from thinking ourselves mere onlookers in the making of war and peace, we are convinced that we are participants in a struggle involving men, ideas, and institutions which are operating both at home and abroad. If we in America do nothing to solve the problems underlying this war, if we fail to do our best to preserve democratic ideals and ways of life in the struggle against Naziism, then our way of life will become increasingly precarious, imperiled by our own fears and vacillation. But a safer, bolder course is possible. Knowing that we are inevitable participants, we can throw our energies into the struggle. Our way of life may be vanquished, but we shall have the satisfaction of knowing that we did our best to preserve and extend democracy for ourselves and our children. We are thinking, striving men who know what it is to have an ideal worth fighting for. As such we can continue to hope and work for the ultimate victory of the forces in the world that make for human freedom.

## The Road That Led to War

There are many causes of war—national hatreds, the aspirations of irresponsible and ambitious men, unjust treaties, national imperialism. But perhaps the greatest cause of war, which underlies those already mentioned—the one which largely accounts for personal hatreds, ambitions, national antipathies, and the struggle between nations for power—is our failure to make maximum use of our human and natural resources.

Germany under the Nazis has gone far toward utilizing all such resources. For years there has been no unemployment in Germany. All of the country's productive resources have been harnessed for a "great" purpose—that of making successful war upon peaceful states, of persecuting minorities and religious groups, of glorifying the state, and spreading the Nazi philosophy throughout the world.

What might have been accomplished had these resources—human, technological, and natural—been harnessed to promote the welfare of human beings! Higher wages, good housing, democratized education, the promotion of the finest religious and ethical ideals—these would have furnished an inspiring example. But the Nazis have made the colossal mistake of turning all of these resources, made possible by their increased efficiency, toward war and human destruction rather than toward the betterment of the German people and of mankind.

We in the more democratic countries still hold to the ideal of a democratic world. But we have not yet been willing to harness our technological and human resources to a program that will bring about the development of such a world. We allow inventions of great social value to be suppressed. We allow natural resources to remain untouched or to be exploited. We allow millions to remain unemployed when there are urgent, socially useful tasks which might be accomplished with benefit to all.

In the United States, our traditions have led us to accept numerous bad social conditions with scant social protest, although the sickness of some aspects of our social system has yearly grown increasingly apparent. A feeling of demoralization and defeat has come to millions of the unemployed and their families; millions more have suffered loss of hope and purpose because of periodic unemployment. These are all warnings that our economy is unsound. We in the United States have the men, the technology, and the natural resources, yet we have not made full use of them.

The people of Germany, Italy, and Japan also have had great resources. They too suffered from the sickness of a society devoted to the end of material gain. Mussolini and his Blackshirts rode to power in an Italy which was disorganized economically. Unemployment, malnutrition, the decay of industry, finally led the people to turn to a strong man who would lead them to greater economic efficiency. But the regime he established with their support ultimately led to war.

The Germany of Adolf Hitler likewise arose largely because of unemployment, social disorganization, and economic inefficiency. An imposed peace had made the kind of wounds that time does not heal. A tradition favorable to military leadership made it easy for the people to put aside their newly acquired democratic rights and privileges and to place the power of government in the strong but irresponsible hands of a few leaders. So the road to Fascism was well prepared. And there too it was found to lead to war.

The totalitarian states are now forcing the more democratic nations which have not yet succumbed to their power—Sweden, Switzerland, Greece, Turkey, the British Commonwealth of Nations—into a war economy. We in the United States are necessarily turning the great mass of our resources to the production of instruments of destruction. Though devoted to the cause of human betterment, we are organizing on an increasingly efficient basis to make maximum use of human, technological, and natural resources for human destruction. And the efficiency with which we insist that this be done has in the past never been equaled in peace time when all our resources could have been turned in the direction of creating a better, more humane society. What is needed in order that such a society may be established when peace again comes to the world? What does democracy mean, and what are some of the ways in which we may now work toward achieving it?

### Re-learning the Ways of Democracy

That democracy is now threatened is all too obvious. We must again think through those democratic values and ideals which we wish to preserve in both peace and war. Is one of these ideals a primary concern for the worth of each individual person regardless of his religion, his race, his economic or social status? Do we feel that the welfare of individuals in a nation is more important than that of the state as an entity? If we do, then in this time of crisis we must become concerned with thinking through the practical ways and means in our nation for establishing in industry, in rural areas, in our great cities, in small towns, those social and economic conditions which will set the welfare of the individual person above property rights or the ambition of a few who seek to dominate and control the many.

Do we believe in freedom of speech, freedom of press, and assemblage? Then let us think through better ways of preserving them and seeing that all peoples, rich and poor alike, develop and maintain the sense of social responsibility which is requisite for the successful preservation of the civil liberties.

Do we believe in the experimental method of inquiry as the best method of getting at the truth? Are we, that is to say, willing to seek facts diligently, face them squarely, and then follow them to their conclusions? Are we ready to think through our social problems with strict adherence to this method, condemning all individuals and groups who resort to propaganda which entails the suppression and perversion of facts for private ends?

Are we, as citizens and educators, as people with a vital concern for the welfare of boys and girls, ready to give our time and energy to the establishment and maintenance of such agencies as adult study groups, parent-teacher meetings, school and community forums, community councils,

and other public and private study and action groups interested in the intelligent solving of local, national, and international problems? Such thought and action is necessary in a democracy in times of crisis.

### Where the Responsibility Lies

Totalitarian institutions and ideas must be defeated both at home and abroad if a more humane society is to be achieved. But the defeat of the totalitarian powers is no guarantee that Naziism will not become dominant in the more democratic nations. The same causes which produced them in the past may result in their springing up in the future. We may find that we have helped fight a war only to lose it through the inefficiency of an economy which, while glorifying democratic values, organizes on an economic and social basis which tends to destroy these same values.

What and Who Make War? We make it—every individual citizen in every country who through lack of perspective and clear vision allows economic and social conditions to develop in such a way that Fascism, which leads inevitably to war, arises and flourishes. We make it possible when we fail to solve our unemployment problems. We make it possible when we allow bad housing, preventable disease, and fear of poverty to persist in millions of homes. We make it possible when we fail to establish an economy in which maximum use is made of all of our resources to the betterment of every individual citizen. We make it possible when in peace time we fail to co-operate with other nations to prevent the rise or extension of Fascism abroad.

In a very real sense, we are all the product of an historical tradition. Fascism and war have come to the world in our time because we have not been willing or able to change our traditional ways in economic, political, and social living fast enough to meet our needs. Inventors and engineers have brought new tools and techniques into service at such a rate that revolution in industry is actually in progress. Finances operate on a massive scale in transactions that affect the common man in the remotest corners of the earth. In such a world it becomes clearer day by day that "no man liveth unto himself." In such a world men must learn to act on that belief.

Time alone will tell whether or not we are intelligent enough, first, to defeat the Fascist powers which now threaten our very existence, and second, to organize our economy and help other peoples to do so in such a way as to make maximum use of national and world resources. This is necessary if human values—or in our phraseology, democratic ideals—are to be successfully achieved. In any case, the future is in our hands. We will make it what it will become for our children and their children. We, the people of the world, are responsible for war just as we are responsible for the kind of peace we shall have.

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# THOUGHTS BY ENGLAND GIVEN

## A Declaration on War Issues by The Canadian Teachers' Federation

The Canadian Teachers' Federation is politically a non-partisan group, pledged to loyal support of our Country, Empire and Motherland in the present world war. Because they abhor government by uniformed gangs, by midnight arrest, by detention *incommunicado*, by concentration camp, by pogrom and by terror of whatsoever kind, the teachers of Canada are one in their devotion to the system of common law and people's government known as Democracy. The following declaration is not intended to give aid and comfort to any political faction in our land. To maintain that it is so designed would be both false and mischievous. Our true intention will presently be clear.

\* \* \*

From January 7th to 10th, 1941, there met at Malvern, England, a conference of leaders of the Church of England under the chairmanship of Archbishop Temple of York. The setting and the gathering merit contemplation. Malvern ("Great Malvern") is no little upstart town. From the Malvern Hills you may look over ground where Romans built their cities and roads, where Normans set their castles to guard the Welsh marches, where Simon de Montfort lost his last battle, where Yorkist and Lancastrian armies clashed, and where Cromwell finally broke the Royalists. What happened at the Malvern Conference forms part of a story of which every hill and stone in that West Country offers some reminder or relic.

Equally worthy of thought are the men gathered there. Many of them are bishops, holding time-honored seats in the House of Lords. Men of wide and leisured culture, these, many of them with names well-known in the days of Robert Bruce or King John. All of them enjoy ample means and the highest social privileges; they stood about the King at his crowning. And the laymen are of no less stature.

Church leadership in Britain commands the abilities of men like Viscount Halifax, the late John Buchan, and Josiah Stamp; and many such are at Malvern.

Their background of experience is well-known to us. They are of the generation which fought and won the first World War. They blundered along—as we all did—with the problem of post-war unemployment. They suffered Britain's long penance of appeasement in the vain hope that reason might still, somehow, prevail over madness, and goodwill over violence. And they now are in Britain, taking the punishment of the ages for all the follies and crimes and errors of unregenerate man. They are come to Malvern in the West Country, their hearts scored indelibly with the sights and sounds of modern air-warfare. They have seen all the things which are a distant nightmare to us; they have seen, too, the intricate woven pattern of human behavior and misbehavior—hate, mercy, rage, gallantry, petty greed, gay sacrifice, nervous torment, cool heroism; permeating all, the iron mood of resolution. Not all is sweetness and light when forty million creatures are dodging extermination. The men of Malvern have seen human political wisdom bloom out into such a horror of animal folly that—victory or no victory—they are constrained to seek for Britain and for mankind a Better Way by the light of Christ's teaching.

\* \* \*

The Conference lasted four days, and passed by unanimous vote a long resolution set forth in thirteen sections with this preamble:

"We, being members of the Church of England assembled in conference at Malvern from January 7th to 14th, 1941, after seeking the guidance of the Holy Spirit, and having given the best consideration we could to the present crisis of civilization, are generally agreed upon the following propositions."

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And here is the first proposition:

"The war is not to be regarded as an isolated evil detached from the general condition of western civilization during the last period. Rather it is to be seen as one symptom of a widespread disease and maladjustment resulting from loss of conviction concerning the reality and character of God, and the true nature and destiny of man."

The Resolution goes on to outline the Church's duty in the world of men and affairs:

"Where possible, the whole congregation habitually worshipping together should regularly meet to plan and carry out some common enterprise, however simple, for the general good; if there are social evils in the locality, such as bad housing or malnutrition, let them consider how the evil can be remedied, either by securing the enforcement of existing laws or in other ways. . . .

"It is of great importance that Christian people should take the fullest possible share in public life, both in Parliament, in municipal councils, in trade unions and all other bodies affecting the public welfare, and constantly seek such ways of expressing Christian principles through these channels."

"We fully endorse the following declaration of the Madras Conference:

"It is not enough to say that if we change the individual we will of necessity change the social order. That is a half-truth. For the social order is not entirely made up of individuals now living. It is made up of inherited attitudes which have come down from generation to generation through customs, laws, institutions, and these exist in large measure independently of individuals now living. Change those individuals and you do not necessarily change the social order unless you organize those changed individuals for collective action in a wide-scale frontal attack upon those corporate evils."

"The proper purpose of work is the satisfaction of human needs; hence Christian doctrine has insisted that production exists for consumption—though it must always be remembered that the pro-

ducer is also human and must find in production itself a sphere of truly human activity.

"The industrial world as we know it offends against these principles. To a large extent production is carried on not to supply the consumer with goods but to bring profit to the producer, and the producer in turn is often subordinated to the purely financial ends of those who own the capital plant or supply the credit to erect or work it.

"This method of ordering industry, which tends to treat human work and human satisfaction alike as means to a false end—namely, monetary gain—becomes a source of unemployment at home and dangerous competition for markets abroad. We have seen the unemployment of Germany cured by an armament program, whether adopted primarily for this purpose or not, and have cured our own, though (even so) not completely, by the same means. The system under which we have lived has been a pre-disposing cause of war even though those who direct and profit by it have desired peace."

"Accordingly we believe that the most vital demands to be made by the church with a view to social reconstruction are two: the restoration of man's economic activity to its proper place as the servant of his whole personal life, and the expression of his status in the natural world as a child of God for whom Christ died.

"To this end we urge:

- (a) That the monetary system be so administered that what the community can produce is made available to the members of the Community, the satisfaction of human needs being accepted as the only true end of production.
- (b) Inasmuch as human status ought not to depend upon the changing demands of the economic process, no one should be deprived of the support necessary for "the good life" by the fact that there is at some time no demand for his labor.
- (c) This status of man as man, independently of the economic process, must find expression in the managerial framework of industry; the rights of labor must be recognized as in principle equal to those

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of capital in the control of industry whatever the means by which this transformation is effected.

- (d) In international trade a genuine interchange of materially needed commodities must take the place of a struggle for a so-called favorable balance . . .
- (e) In like manner we must recover reverence for the earth and its resources, treating it no longer as a reservoir of potential wealth to be exploited, but as a storehouse of Divine bounty on which we utterly depend. This will carry with it a deliberate revival of agriculture by securing to the agricultural laborer good wages and to the farmer a secure and just price. We regard this as indispensable to the true balance of the national life.
- (f) The question having been propounded upon moral grounds whether a just order of society can be established so long as ownership alone is a source of income or so long as the resources necessary to our common life are privately owned, we urge that Christian people should face this question with open minds and alert consciences.
- (g) We regard as of primary importance the securing to all children and adolescents the educational opportunities best suited to develop their faculties and to enable them to take their full share as Christian citizens in the life of the community—economic, cultural and spiritual.
- (h) Particularly we urge that the neglect of the adolescent population should cease. The primary need here is . . . that young people should be members of a community wider than the family of such a character that they appreciate their membership of it, and are conscious of responsibility for its honor and welfare.

Inasmuch as all these matters are such as should be the concern of the whole Christian community, we urge that all Christians unite in the furtherance of these aims."

So, in part, reads the Resolution of the Malvern Conference, as unanimously adopted. In order that the essence of it might not be whittled away by casuists, Sir Richard Acland later introduced an amendment which was adopted by a very large majority. Here is the core of the amendment:

"There is no structural organization of society which can guarantee the coming of the Kingdom of God on earth, since all systems can be perverted by the selfishness of man. Therefore the church as such can never commit itself to any proposed change in the structure of society as being in itself a sure means of salvation.

"But the church can point to those features of our existing order which, while they do not prevent individual men and women from becoming Christians, do act as stumbling blocks making it harder for the generality of men to live Christian lives.

"In the present situation we believe the church should declare that the maintenance of that part of the structure of our society, by which the ownership of the great resources of our community can be vested in the hands of private individuals, is such a stumbling block. As long as these resources can be so owned, men will strive for their ownership. Those who are most successful in this struggle will have sought this ownership for themselves as individuals and will be regarded as the leaders of our economic life. They will thereby set the tone of our whole society. As a consequence, it will remain impossible to abandon a way of life

founded on the supremacy of the economic motive, or to advance nearer to a form of society founded upon a belief in the authority of God's plan for mankind.

"The time has come, therefore, for Christians to proclaim the need for seeking some form of society in which this stumbling block will be removed . . ."

Regarding the above passages a few important observations need to be made:

Firstly: The men at Malvern were not starry-eyed poets, nor word-intoxicated backwoods radicals, nor hungry revolutionaries. They were successful, distinguished men, comfortably cushioned by circumstance, but caught a little sooner than ourselves in the world storm; and now like the sailors in David's psalm, "at their wits' end . . . they cry unto the Lord . . ."

Secondly: They did not waste time in brow-beating their flock or attributing present ills to decline in church attendance, or scourging themselves for lack of apostolic power and conviction. Nor did they break out in oratory. "After seeking the guidance of the Holy Spirit, and having given the best consideration we could to the present crisis of civilization"—those are the most unpretentious words we have read in many a day—after that, they talked realities.

Thirdly: Their premise was one which should not be unknown or unrespected on this continent, viz: that all men are created equal; that they are endowed by their Creator with inalienable rights.

Fourthly: We do not find these men, in their disciplined search for truth, berating the armaments racket, the appeasement politicians, the younger generation, the moving picture or any other outer symptom or lesion of our world-sickness. They looked for the very root of the matter, and when they thought they had found it, they spoke out. These men, who stood about the King at his crowning, spoke out.

And that is the essence of this declaration by the Canadian Teachers' Federation. We have no mandate from the teachers of Canada to applaud or publicize the pronouncements of a particular Church body, or even to insist that a Christian (rather than, say, a Jewish or rationalist) approach must be the national approach to our problems. Nor have we any mandate from the teachers of Canada to stress the highly socialist tendencies of the Malvern Resolution and Amendment. But we have a mandate to uphold with every lawful means the things vital to Democracy.

The one thing MOST vital to Democracy is the citizen's freedom to think and to communicate his thought. Democracy is government by discussion; Democracy is government by free intellectual intercourse.

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When the Executive uses force to prevent some section of the populace from communicating a certain strain of thought, government by privilege begins—"government by me because I can shut you up." When Germany, the hub of Europe, took to that form of government, civilization plunged like the Gadarene swine into the sea. The merest beginnings of such a disease in Democracy are to be dreaded as a plague. Perhaps our point will be better stated in the converse with a different metaphor: Freedom of intellectual intercourse is the very ark of the faith we are defending.

True, we are at war. There are certain foolhardy risks which the Canadian Government cannot afford to take. The enemy, and powers associated with the enemy, cannot be allowed to confuse our purpose by subsidizing the distribution of subversive literature or "news". Nor is there any reason why an obscurantist religious sect with headquarters abroad must be allowed to urge our people to sit down with folded hands and wait the Lord's coming. The Canadian people, having witnessed the dismal cavalcade of European events since 1933, has given Parliament a mandate to help Britain destroy Hitlerism, and such is the crisis in our affairs that we must be as one man in our will to wage and win this fight. Anyone who tries to divide or demoralize that will is trying to annul the decision of the Canadian people, and can be gagged and bound so far as we are concerned.

There are, however, two major issues upon which no gagging can be tolerated. The first is the immediate problem of efficient prosecution of the war. Those who have offered themselves for political eminence as Ministers of the Crown must be prepared to receive criticism, and rough criticism at that, from the people, Parliament and press. There seems to be little room for doubt that Parliament and press at least can uphold their right to speak out.

But the second major issue is the one about which any thinking Canadian should feel real concern. It is the right of private individuals to think, speak and write freely about the crisis in human affairs and about possible remedies for a world disease which threatens to destroy us all. It is not enough to win this war. We won the last; we can probably win the next. But we are not satisfied to take part in a frenzy of organized homicide every third decade, and spend the interim paying for the breakdown of our institutions. It is the duty and the right of us all to discuss fearlessly WHY OUR INSTITUTIONS LEAD TO WAR, and to seek the remedies or reforms which will make our institutions lead to peace and plenty. We may or may not arrive at any of the conclusions reached by the Malvern Conference; but we owe it to our generation, to our civilization, and to our gallant Motherland, to do the same kind of stark, sincere thinking, and to speak out our thought.

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# SUPERVISION

C. B. WILLIS, M.A., D.Paed.

**A**N article on the subject of Supervision, in the February issue of *The A.T.A. Magazine*, deals with a very important topic in comprehensive and clear-cut fashion. Contrary to the custom in the usual educational article or address, which says nothing but says it extremely well, the article referred to says a great deal and says it extremely well.

Those in education are rather too prone to think only in terms of teaching and to forget or ignore supervision, inspection and administrative sides of the work which condition all teaching effort. As noted in the former article, great advances have been made in Alberta in many ways. However, none of these advances can function satisfactorily unless the organization of such advances is carried out by real educationists.

It has been said, "As is the Superintendent, so is the city school system." One astute educationist states that this is even more true with regard to the principal and the school. Certainly the work of the principal is extremely important, or should be, and can be important though it is sometimes negligible.

A great part of the potential importance of a principal's work lies in the fact that he is the only person in a supervisory capacity always on the job in his particular school. Superintendents, supervisors and inspectors can visit for a very limited time only in any school. They must judge from but a small sampling of the work of the school or the teacher. The reliability of their sample must, of necessity, be very small. Their chance for any real supervision is almost negligible. At that, they do well considering the lack of opportunity. The principal is there all of the time and so can get an infinitely better sample of the work and can have much more time for supervision. As an important offset, however, the principal is not able to get the comparison among a large number of teachers that other officials can.

The lack of time is sometimes an important handicap though in Edmonton principals have a considerable amount of time which is free from classroom teaching. As noted, principals do not take their supervisory duties very seriously. The principal is usually content to be a teacher and "head office boy". Only one principal, that I know, maintains a complete program of mental and educational testing in his school. A few others carry on some sporadic work along one or other line or both. Needless to say, no real program of either supervision or inspection can be carried out without the use of mental and educational tests, though a certain amount of good work can be done in supervision. To supervise or inspect, one must find where the class is weak and where the teaching is weak. Neither can be done at all accurately without careful measurement of class progress, taken in terms of class ability.

The lack, noted above, on the part of most principals is not altogether their fault. To a large extent it is due to lack of leadership and direction from higher up, lack of training as well as lack of recognition from higher authorities. Strangely enough, the principal is rated by inspectors on his teaching performance, not on his work as a principal, though some slight comment may creep in, by accident.

As yet the great majority of teachers do not realize that there is a great body of knowledge which has been

mainly built up during the last 25 years that deals with education and that should be known by all those above the position of teacher. The main difficulty with our work in supervision is that it is necessary to have trained men: Teachers regard education as a trade and a rather poor one and it is so, if taken in the way that most of them regard it. They feel that anyone who has been trained as a teacher and has had a few years' experience is qualified to become a principal, an inspector, a superintendent or fill any of the upper educational jobs.

Business men, doctors and other professional men look down on the educationist because he has usually little or no professional training and has acquired no very large amount of professional knowledge. Further, the door is left open for the bluffer and boomster with plenty of "personality", but no knowledge of education to get into some of the best educational jobs. A public, intermediate or high school principal should have, at least, an M.A. in education and in the larger schools a Doctor's degree, while the standard qualification for all other positions such as Normal school teacher, superintendent, inspector or Departmental official should be a Doctor's degree.

At present, many of the Normal school teachers are well or fairly well qualified while only a few in other positions have much qualification for their positions. There has been much discussion of the poorly qualified teacher while the real cause of defects in education has been the poorly qualified principal, superintendent, inspector or Departmental official. Advances made, on paper, in the Alberta school system will only become real when they are organized and administered by well-qualified educationists and then, and only then, will the world outside the school accord real recognition and salary to the educationist.

It is to be hoped that more articles on this and allied phases of the work will appear in the magazine.

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In a previous article we spoke of the new era whose keystone will be universal brotherhood. That the dawn of this new era is already breaking, we need no other proof than the two lines printed in heavy type which appeared in the February issue of *The A.T.A. Magazine*.

As a counterpart to brotherhood stands competition. Competition is the basis of our present economic system. In our western civilization every one is impregnated to the heart with that idea of competition. It is the very essence of our lives, the motive of all our actions. Industry and commerce are based on competition; all examinations for employment are competitive examinations. In every line of activity to be better than the other fellow is the only way to get either customers or a job.

Such being the character of the civilization in which we have to live, it is imperative that we should be trained from youth for that competitive existence. Competition is therefore used as an incentive for the dispensation of education. Every time a teacher corrects an exercise he announces that Peter is first and Jack last. At the end of the year prizes of books and sometimes of money reward the successful pupils. The same procedure is naturally applied in Festivals. Not only are there prizes, but the newspapers devote several lines to celebrate the merits of the first in each category.

Now let us read a paragraph from the announcement of the next Alberta musical festival, published on page 23 of the February issue of *The A.T.A. Magazine*: "The committee is anxious to minimize the competitive aspect of the Festival and to that end is urging teachers who wish to do so to enter their classes for criticism only, not for grading and placing."

Of what character is the idea which urged the committee to such unusual advice? In July 1789 Louis XVI of France, hearing of the first disorders in Paris, exclaimed: "But it is a revolt!" A courtier replied: "No Sire, it is a revolution." In the same way, in reading the advice given by the members of the festival committee, some may say: "What a strange idea!" Beware: it is a revolution. It is the idea of love and brotherhood which is displacing the idea of selfishness and competition.

Why do I want to be proclaimed more capable than the other fellow? Either to satisfy my vanity or to beat him out of a job. The first reason shows no practical goal, the second is unethical.

Did we ever believe that competition is the only incentive that can make us do our work and accomplish our duty? If

it were so we would just be superior animals. But I imagine that we are a little more than that. There seems to be in us an inner vision which unveils an unseen perfection and which urges us to realize that perfection in the physical world.

Why not help children to awaken that vision in themselves? Then the young musicians will do their utmost, not to be proclaimed the best, but for the sake of realizing beauty; not in order to out-distance the other pupil, but for the sake of gaining efficiency to help their less advanced comrades.

This is the great idea that has moved the committee of the Alberta Musical Festival to an unexpected step. It constitutes a revolution: it is the dawn of a new era. We can safely assert that the members of the committee are men of superhuman vision, because they have understood that the cycle of purely human evolution, which is semi-animal, is drawing towards its end, and that human beings, at this period of the world's history, are ready to enter the cycle of superhuman evolution, which consists in the comprehension of the unity of Life and expresses itself by the realization on earth of universal brotherhood.

\* \* \*

## COURSE OF ORAL FRENCH

During the next Summer School Session Professor H. de Savoye will give his usual course in Oral French. Although specially intended for teachers of Grade IX French, this course will be found very helpful to teachers of High School French. The fee is \$10.00. Apply for information to H. de Savoye, Box. 4081, South Edmonton.

## Tony Draws a Horse

FOR A spring tonic, try "Tony Draws a Horse," a sparkling light comedy to be presented at the Masonic Hall in Edmonton, on April 14, 15 and 16. Monday night will be Teachers' Night.

Don't let your love of the ponies mislead you about the title. The scene is pre-blitzkrieg England, when a channel crossing could still be a gay adventure. The story deals with family ructions when young parents disagree about the education of Tony, an artist of seven or so, who inherits his great-grandfather's zest for life as it is. He "sees all" and draws what he sees . . . on the door of his father's consulting room. The charm of the play lies in witty characterization and dialogue which has the flavour and sparkle of Noel Coward in his mellower moments.

"Tony Draws a Horse" is directed by Eva Howard, C.D.A., well-known to teachers through her fine courses at Summer schools and splendid school productions at Victoria High School. Now we can see an "Eva Howard Show" in full swing, with a cast of the Edmonton Little Theatre's most experienced players. Fred Val Carey, who trained at London's Old Vic, has a large comedy part as a Falstaffian grandfather. Other players are Mrs. W. J. Dick, Margaret Hutton-Potts, Jack Wilson, and Jim Saks.

For delightful entertainment, mark Monday, April 14, at the Masonic Hall with "Tony Draws a Horse." Orchestra, 8:15 p.m., Curtain, 8:30 p.m.

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# HOME and SCHOOL

Editor: Dr. H. E. SMITH, College of Education, University of Alberta

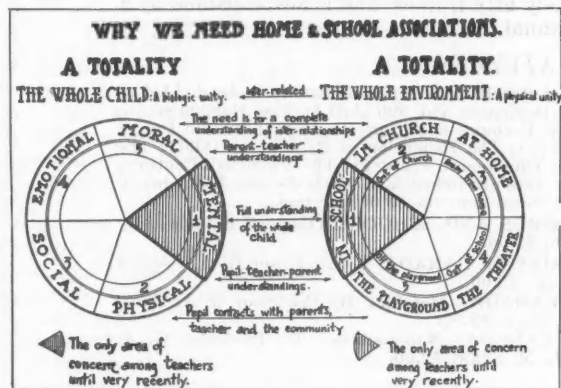
THE Home and School Association movement has grown in response to a changing conception of the educative process. The modern conception derives largely from developments in psychology, sociology, in the medical sciences, and in biology.

An organismic psychology is rapidly superseding the mechanistic and atomistic psychologies of the past four decades. The difference is essentially one of point of view. Some of us oldsters were brought up in teacher training schools to think that our sole purpose in life was to teach the three R's in the lower grades and their equivalents in the higher. So long as our pupils mastered their reading skills, history facts, or mathematical techniques our job was done and the pupils educated.

Obviously much more is required. The writer caught his first glimpse of pedagogic light, and a wholesome breath of inspiration, from reading an old book of Kilpatrick—*Foundations of Method*. It's a little book, but even yet mightily worth reading. In a nutshell it pointed out the obvious fact—too obvious for much comment—that a child, or an adult for that matter, learns anything that he does learn with his whole being, his body, mind, soul, spirit, his past and his future. As he learns his number habits, or his algebra, or his social sciences, he is acquiring also his attitudes, ideals, character, personality; is learning to respect or disrespect his teacher, his fellow students, and himself; and is developing a point of view that, for lack of a better phrase, we may call his philosophy of life.

To the conscientious teacher this is a stimulating idea. It means, in fact, that he participates in moulding the destiny of every child who sits in his class. It means, in short, that he becomes a builder of men and women.

In this connection let us glance again at the chart prepared by Mr. Doucette and reproduced from last month's issue.



In pictographic form it represents the organismic point of view in psychology. It points to the disposition of the school of the past to shut its eye to large areas of the child's life and its own function in regard to education. And it beckons to the school to co-ordinate its activities with those of the home and community. We quote Mr. Doucette:

## A Child As a Unity

"It is impossible for a child to be guided efficiently in his day-to-day living if he is one sort of person for the

teacher, a different person for the minister, another for the parent, and still another for his chum. A child is an integration of all these personalities, a unity. This unity of self must be such that his reaction to people, to superiors, to inferiors, should be made as happy and as uniform as possible. Those who are responsible for the child's growth can no longer work separately and apart from each other. It is only by joint understanding of a common task by those persons directing the child's education that we can hope to develop a unified and harmonious personality.

"As teachers bring to light such educational objectives as tolerance, goodwill, unselfishness, assumption of responsibility, co-operation, respect for authority, parents will in turn assist by laying stress on similar outcomes in the home atmosphere. Responsibilities in the school then become an extension of responsibilities of the home. Group living in the school parallels group living in the home. Creating and constructing (not always successful) in the home cellar may parallel or become an extension of similar activities in the school. Thus the life in school becomes one with life at home. Parent, teacher, the group, become integral units in the full development of the integrated self—the child."



## Why a Home and School Association

Speaking of home and school co-operation we have the following arguments suggested by Miss Helen Nichols, of Lunenburg, N.S., justifying an H. and S. organization:

1. It strengthens home and school life.
2. It educates for a progressive neighborhood.
3. It adds to the teacher's influence and to the parents' interest.
4. It represents team play of two of the most powerful social forces in the world.
5. It makes the community at large more intelligent about the problems of education.
6. It may support trustees who desire to provide the best possible educational facilities.
7. It helps teachers to keep out of ruts and to see their work in its wider relationships of the community.
8. It enables parents who misunderstand the purposes and methods of the school to get correct views, and to extend sympathy rather than antagonism.
9. It tends to make of the school a community centre, as it ought to be.



## The Program of Action

Some difference of opinion prevails regarding the kind of study or activity upon which a home and school association should concentrate. Some people point to three major fields of study, viz., (1) the meaning and purpose of education, (2) the child—his nature and needs, and (3) methods of teaching and of organization in schools.

Others maintain that these are professional matters suitable for consideration only by teachers. They suggest topics such as the following: (1) the need for additional, more comprehensive, and more flexible educational services than those provided, (2) the more adequate utilization of already existing services or plants, and (3) the provision of marginal-educational services, such as kindergartens, health centres, youth clubs, and the like.

We propose to discuss this issue next month. If you have opinions please let us hear them.

# Survey Tests in Arithmetic

Dr. M. E. LaZerte,

Principal, College of Education.

## JUNE TESTING PROGRAMME

THE FIRST set of survey tests was used throughout the Province in December. The end-of-year tests are to be given during the first week of June. The tests will be mailed from the A.T.A. office, free of cost, to teachers in locals that were represented at the summer school course. Teachers who used the December tests may now order the May tests directly from the A.T.A. and they will receive them on the same conditions as previously. Other teachers who attended the summer school course but did not use the December tests, may wish now to use the May materials. These teachers should advise their group leader immediately what tests are required for use in their schools. The group leaders in turn should forward the lists to the A.T.A. For example: Mr. X completed the summer school course. He is now in a local with teachers A, B, C, D, etc. All requisitions for tests must be forwarded through X on behalf of A, B, C, D, etc., but the tests will be mailed directly to A, B, C, D. If orders are sent in now, the central office will have an opportunity to have the tests ready for mailing about May 15th. This will insure that all tests are in the schools ready for use by June 1st.

Teachers, superintendents of schools, and others who are not supplied with the tests free of charge may purchase them from the A.T.A. office for 1½c per test, a fraction of the cost of paper and mimeographing.

When administering the tests, teachers should follow the instructions carefully and when scoring answers, the scoring key should likewise be followed.

After the tests have been given to the pupils and results recorded, the teacher should make whatever use is possible of the papers for diagnostic purposes. In order that the tests may be standardized and that further studies may be made of the results, all who use the tests are asked to forward them when finished to Dr. M. E. LaZerte, Principal, College of Education, University of Alberta.

## RUGG OPENS DEFENCE CAMPAIGN FOR HIS TEXTBOOKS

Coincidentally with a spectacular debate between Dr. Harold Rugg and a vigorous opponent of his widely-attacked textbooks, Merwin K. Hart, at the recent Progressive Education Association convention in Philadelphia, Dr. Rugg announced the opening of a campaign to defend his writings. Participating also in the debate were Roger Baldwin of the American Civil Liberties Union; President George S. Counts of the American Federation of Teachers; EPA members Kenneth M. Gould, editor of *Scholastic*, and Walter E. Myer of the Civic Education Service; Arthur Robb, editor of *Editor and Publisher*; and Albert T. Falk of the Advertising Federation of America.

In his announcement of the forthcoming campaign, Dr. Rugg was reported by the *Philadelphia Ledger* (Feb. 19) as saying:

"These charges, made principally by the American Legion's Committee on Americanism, are false. I deny categorically that there is any subversive material in any of my books. The Legion has been in back of all such charges since last September since an article by O. K. Armstrong, 'Treason in the Textbook', was printed in its magazine. It is libelous, and I am taking the necessary steps about it. I am not going to let these charges ride."



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## For King and Country

In the February issue of *The A.T.A. Magazine* the names of teachers who are in active service were published. Since February a number of others have left their teaching positions to serve in the forces. Their names follow:

Acadia School Division No. 8—Carl C. Thomsen and Arden I. Ellis.

Athabasca School Division No. 42—Harry Kozniuk.

Camrose School Division No. 20—James Brown and W. R. Butchard.

Lac Ste. Anne No. 11—Walter McKay.

Pembina School Division No. 37—E. P. Gartley.

Smoky Lake School Division No. 39—J. I. Zubick, R.C.M.P.

Sturgeon School Division No. 24—Harry L. Humphries.

Assinneau School District No. 4715—Arthur Birkett.

Chauvin School District No. 2196—Harold J. Grey.

Craigmyle School District No. 2661—A. B. Polley.

Edmonton School District No. 7—A. W. Chrysler.

Warburg School Dist. No. 2230—W. E. Reynolds, R.C.M.P.

Woody Nook School District No. 2454—L. E. W. Oszust.

## Holden Local Trustees' Convention

**A**NNUAL Convention of Local Trustees for the Holden School Division was held in Holden Town Hall on Saturday, March 1st. Some 46 official delegates traveled 1678 miles to attend, it was reported by Chairman A. V. Johnson of Holden and Secretary Mrs. A. J. Thorsley of Tofield.

The Convention was opened by the Holden School Chorus under the direction of Miss O. Thrasher, music teacher for the Division, and a physical training display conducted by Miss D. Costick, followed by the invocation given by Rev. T. J. Stainton and addresses of welcome from Holden's Mayor White and President A. V. Johnson.

Matters of policy laid before the meeting by Mr. A. Lefsrud included the problem of taxation, the necessity for building new schools, and the proposed Health Unit.

Outlining educational progress made, Superintendent McLean touched upon good relations existing between board and teachers, advantages afforded by High School Centres, dormitories, correspondence course, library services, practical courses, the installation of new equipment in Elementary Schools, twice-yearly supervision of all teachers if possible.

Displays of pupils' work in Household Economics and General Shop, and addresses by the instructors in these subjects, Miss I. Robinson and Mr. H. B. Cassan, were of major interest to the meeting, which requested that General Shop be made available to a greater number of farm boys, possible through a summer course.

President of the Holden Local A.T.A., Mr. J. R. Hemphill of Bruce brought greetings from the teachers' organization and stressed the teaching of democratic living to the child of today.

At the business session the financial statement for 1940 was reviewed, showing a balance on hand of \$50.11. Executive for 1941 and trustees for the five Sub-Divisions were elected. President and Secretary-Treasurer for 1941 are again, respectively, Mr. A. V. Johnson and Mrs. G. Thorsley.

Have you changed your address? Kindly notify the A.T.A. of any change of address.

April, 1941



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The Convention offers an opportunity to contact old friends and make summer plans. Plan a Greyhound trip this year to the Pacific Coast through Canada's National Parks.

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# The Math - Sci Corner

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STANLEY CLARKE, M.A.  
TWO HILLS

## SOCIALIZING GENERAL MATHEMATICS

Students who take Gen. Math. I are not usually attempting to gain University Matriculation standing. For them, perhaps the abstract symbols of formal mathematics have little meaning. Yet as citizens they will be faced with problems involving figures and mathematical computation.

A thoroughgoing attempt to relate student experience, community background and applied mathematics is given below, in an outline by Mr. Leo Kunelius, of Willingdon, of a teaching unit on Municipal Taxation which he has used. Mr. Kunelius says in part, "I do think it is common sense to relate the social meaning of such topics in arithmetic as taxation, insurance, simple applications of percentage, etc., to the theoretical treatment of these topics. Realistic problems in taxation will of course be formulated by the teacher from the municipal tax notices and financial report. There is for example ample material for graph work. What more vivid way of showing municipal expenditure of the tax dollar than a circle graph; or again mounting (or fluctuating) costs from year to year, by bar or line graphs?"

### MUNICIPAL TAXATION

By Leo Kunelius, B.A., Willingdon

#### I. Units:

The rural municipality (e.g., Eagle Municipality).  
Village or Town Municipality (e.g., Willingdon, Vegreville).  
School District (e.g., Willingdon Village S.D., Two Hills Sch. Div.).

#### II. Basis of Tax:

Property—Country: tax on farm land only;  
Village: tax on lot and buildings.

#### III. Vocabulary:

Terms to understand: Mill rate, assessment (assessed value), assessment notice, court of Revision, tax notice, assets, liabilities, social service tax.

#### IV. Things to Find Out: (Discuss these with your father).

1. The assessed valuation (assessment of your father's property, either (a) farm or (b) town property, for municipal taxation. Is the assessment for school taxation the same?
2. When did your father receive his last assessment notice?  
When did your father receive his last tax notice?
3. What tax did he pay in 1939 or 1940 for (a) municipal or village taxation, (b) school taxation?
4. Does your father think his taxes are too high?  
Discuss with him how he thinks his taxes could be reduced if he thinks they are too high.  
Under what circumstances, or for what purposes, would he support any increase in taxation? (e.g., improved main roads, free hospitalization, improved facilities in school, etc.).
5. What is tax consolidation?  
Is it a good scheme for payment of arrears? Defend it. Oppose it.

#### V. Things to Do:

1. Make what collection you can of old assessment and tax notices.  
You ought to have at least one Auditor's Financial Statement.
2. Fill out a tax notice and calculate the amount of taxes, using (a) the information from one of your

collected samples, (b) the hypothetical case given on the board (in class).

3. Study an auditor's financial statement for the municipality. (a) List the principal sources of receipts. (b) List what the payments go for. What proportion of the total payments go for Social services, health and relief?

#### VI Questions to be answered from Municipal District Auditor's Financial Reports.

1. Is the secretary-treasurer bonded? For how much? For what purpose?
2. What were the respective bank balances at the end of each year, i.e. on December 31, 1936, 1937, 1938, and 1939?
3. From comparison of the 1937, 1938, 1939 auditor's reports or summaries which municipal revenues have shown an increase? Which a decrease? Which municipal expenditures have shown an increase?
4. Make an examination of the assets of the municipality. Define "liquid assets" and "frozen assets". List those which you think are liquid assets. List those which you consider as frozen assets.
5. **Liabilities** refers to what the Municipality owes. What were the total liabilities on December 31, 1939? What made up the major items of liability? Does the municipality owe a bank debt?  
What is the excess of assets over liabilities? How much of this is represented by uncollected municipal taxes?  
Do you think that all the uncollected taxes will be paid eventually?
6. What total sum was received in trust (by payment of taxes chiefly) during 1939 for "rural" schools? (This means Two Hills and Lamont School divisions.)
7. What was the 1939 assessed valuation (a) for municipal purposes? (b) for the Social Services tax?  
What was the total current levy for each?  
What was the total in arrears for each as on December 31, 1938? on December 31, 1940?  
What was the total tax collection for municipal and social service tax purposes in 1939?  
Did the total collections in 1939 exceed the current levy for municipal purposes? In 1940?  
What did tax discounts amount to in 1939?
8. What was the total amount paid to councillors for attendance at meetings? On what basis are they paid?  
How much was paid for supervision? On what basis is this paid?  
Do you think that the allowance for mileage is just? Too much?
9. Find the following:
  1. Number of resident farmers in the district.....
  2. Total population.....
  3. Total acreage..... Assessed acreage.....
  4. Total number of different parcels of land.
  5. Gross evaluation of farm lands exclusive of buildings and improvements.

Make brief notes of these in your "Taxation" assignment.

# VII. Topics for further discussion and report:

- A. The mounting expenditures of Municipal Government:
  1. Causes: 2. Problems arising out of these. 3. Suggested solutions.
  2. Would the implementation of the recommendations of the Sirois Report have brought any relief to the municipalities?
  3. What was the municipal hospitalization scheme in Eagle Municipality? Why did the Council decide to abandon the scheme?
- B. The Problem of Financing Education.  
Should it have Federal Aid? or more provincial Aid?

## "EQUALS" ABUSED!

The following gem appeared in a test paper. The problem necessitated finding the angle whose tangent is  $\frac{10}{16.5}$

$$\text{"tan}^{-1} = \frac{\frac{1}{\sin}}{\cos} = \frac{1}{\frac{16.5}{10}} = \frac{10}{16.5} = \log 10 - \log 16.5.$$

(couldn't get correct answer)"

This terribly sloppy use of the sign of equality is a very common mistake. So also (apart from the mistake in meaning) is the use of  $\tan^{-1}$  by itself without a number immediately following. At least this student seemed to realize that something was wrong with his answer.—E. S. Keeping.

## GRADE VIII MATH.—A 100% PROBLEM

RECENTLY a group of five teachers were checking over a diagnostic test on percentage, prepared for a Sub-local's study of the Supervision of Arithmetic. This problem was under discussion: "What is the per cent gain on a total sale of \$3506 if the rate of gain is 11%?" Here is part of the dialogue:

"The problem contains its own answer."

"No. It means 11% of the cost price equals \$3506. Find the cost price. Still, it asks for per cent gain . . ."

"Let's change it as follows: 'A man gains \$\_\_\_\_\_ on a total sale of \$3506, the rate of gain being 11%'."

"Why not ask '11% of \$3506 = \$\_\_\_\_\_?'"

"No. The first suggested change wants the pupil to find the cost price of the goods, and fill in the blank with the difference between this and \$3506."

"Gain is always computed on the cost price."

"No, it isn't. Sometimes it is computed on the sale or total price. The Grade VII text has many problems like that."

"Well, the only way to make the problem clear is to state whether the gain is to be computed on the cost or on the sale price."

The above dialogue illustrates a fundamental feature of mathematics which is too often overlooked. Mathematics is fundamentally "if-then" thinking. As quoted in a previous Math-Sci Corner, Bertrand Russell says "Mathematics is the study of the class of propositions, if p, then q." Certainly this example bears out the point.

"If gain is computed on the cost price, then . . .", and "If gain is computed on the sale price, then . . .". The function of mathematics is certainly to complete the statements.

Has mathematics as a study anything to say about the "If" part? That is, are there any rules, and mathematical reasons for choosing one assumption rather than the other? No.

This point has been demonstrated once before in the Math-Sci Corner. Mr. Tymchuk's bicycle problem, and the subsequent solutions, clearly showed that one must:

- (1) Precisely define the principal.
- (2) Make an assumption about the kind of interest.

Any argument about the "correctness" of a solution (provided the computation was correct), then boiled down to a question of what definition and what assumption to choose. This is 100% mathematics.—S. C.

## PROOFS THAT DO NOT PROVE

A common device which students use in proving trigonometric identities is to treat each as an ordinary equation to be solved, working with both sides at once in the hope of ending with some such statement as "sin A = sin A" or "1 = 1", which is regarded as certain proof that the original statement was true.

It is not always realized that this method may actually give an indubitably (though tautologically) true ending even with faulty reasoning enroute. A few examples such as the following will provide amusement and warning to a class:

- (a) To prove  $1 = 2$ .  
If  $1 = 2$ ,  
then  $(1)(0) = (2)(0)$ ,  
or  $0 = 0$ ,  
which is true.  
Therefore  $1 = 2$ .
- (b) If  $1 = 2$ ,  
 $1 - \frac{3}{2} = 2 - \frac{3}{2}$ ,  
or  $-\frac{1}{2} = \frac{1}{2}$ ,  
 $(-\frac{1}{2})^2 = (\frac{1}{2})^2$ ,  
 $\frac{1}{4} = \frac{1}{4}$ ,  
which is true.  
Therefore  $1 = 2$ .
- (c) Let  $a = b$ .  
Then  $a^2 = ab$ ,  
 $a^2 - b^2 = ab - b^2$ ,  
 $(a-b)(a+b) = b(a-b)$   
 $a + b = b$ ,  
or  $b + b = b$ ,  
 $2b = b$ .  
Therefore  $2 = 1$ .
- (d) If  $0 = 2$ ,  
then  $0 - 1 = 2 - 1$ ,  
or  $-1 = 1$   
 $(-1)^2 = (1)^2$   
 $1 = 1$ ,  
which is true.  
Therefore  $0 = 2$ .



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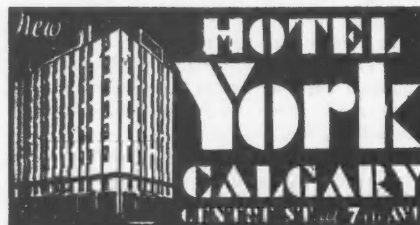
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Here are three morasses into which it is easy to step: masking false equalities by multiplying by zero or by squaring, and division by zero.—E. D. M. W.

#### SCHOOL SCIENCE AND MATHEMATICS

A journal for all Science and Mathematics Teachers. (\$3.00 a year in Canada. Published by the Central Assoc. of Sci. and Math. Teachers, Inc., 450 Ahnaip St., Menasha, Wisconsin).

**H**ERE is doubtless the best journal for teachers of science and mathematics published on this continent. With fifteen departmental editors—for Botany, Chemistry, Chemistry Research, Elementary Science, General Biology, General Science, Geography, Mathematics, Mathematics Problems, Nature Study, Physics, Physics Research, Science Demonstrations, Science Questions, Zoology—its articles, reports, question box, and reviews of books and pamphlets seem to cover thoroughly the field indicated by its title.

The December 1940 issue includes, among others, the following articles:

**Addition By Dissection:** By Robt. C. Yates, Louisiana State Univ. A demonstration of various cases in the problem of constructing rectilinear figures of specified shape equal in area to given rectilinear figures, by "constructing cardboard models of the various dissections. These models will be found not only a source of satisfaction but also an intriguing jig-saw puzzle to 'non-mathematical' friends." This might well be the basis of a report in General Mathematics.

**The Plight of High School Physics: 5. Social Implications.** By H. Emmett Brown, (Teachers College, Columbia Univ.) Fifth in a series of articles whose preceding titles were: 1, "Water-Tight Compartments"—Dec. 1939; 2, "Peccant Psychology"—Feb. 1940; 3, "Mismanaged Mathematics"—April 1940; 4, "The Languishing Laboratory"—May 1940. "Science teaching should, in short, bring the child to share in the inherited resources of his race, to use his own powers for social ends, to learn why he and his parents do not share adequately in the obvious benefits of science and, by implication, to learn something of the way in which science may the more completely realize its possibilities for producing better living." Aspects of physics which the author feels have social importance are: **Energy and the Machine**, (significant of man's control over energy resources, future energy supplies, a national power policy); **Electricity**, (low efficiency of generating equipment, social effects of more nearly complete farm home electrification); **Light**, (safer and better lighting for home, factory and highways, improving lighting sources in quality and efficiency); **Heat**, (our dependence for life in temperate zones, on efficient heating de-

vices; effects of future expansion of air-conditioning on industry and our ways of living); **Sound**, (problem of noise and human efficiency); **Consumer Education**.

**Casting Fusible Metal for Teaching Physical Change.** By H. J. Abrahams, Philadelphia. Methods of making castings of Wood's alloy, e.g., a spoon which melts in a cup of hot tea.

**Easy Atomic Drawings.** By P. B. Sharpe, Greenwich, N.Y. Methods of drawing good models to illustrate atomic and electron theory, using metal or fibre washers and square or hexagonal screw nuts.

**Plaster of Paris Molds in Elementary Science.** By C. H. Stone, Orlando, Fla. Easy methods of making decorative plaster casts in colors.

For the teacher who can afford only one journal in these subjects, this is surely the one. Your A.T.A. library has a sample copy which may be borrowed.

#### DEMONSTRATION

##### Law of Combining Proportions

Few Laws can be demonstrated with simple materials. Dalton's Second Law, however, is capable of excellent demonstrations.

Weigh out any amount of mercury up to ten grams. For every gram of mercury taken, weigh out 1.27 grams of solid iodine. Divide the iodine into exactly equal parts by weight. Put the mercury into a clean mortar, add a little of the first portion of iodine, moisten with alcohol and grind. Continue the addition of the iodine until all of the first portion has been used. All the mercury will have disappeared, and in its place there will be a greenish powder. This is mercurous iodide.

Now in the same way add the second portion of iodine, moistening with alcohol and grinding. A bright red powder results. This is mercuric iodide. The amount of mercury is the same in both powders, but there is twice as much iodine in the second product as the first. Hence when two elements, A and B, unite to form more than one compound, the weights of one of them which combine with a fixed weight of the other bear a simple ratio to each other.

—The Educational Review.

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Probably you would appreciate the convenience of a charge account which would enable you to shop by mail from your home town or rural district. If so, our Credit department will be pleased to discuss the matter with you when you are in the city.

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● Some with shoulder yokes and fronts of fine lace in white or shell

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● Others enhanced by removable, long sleeve jackets and skirt fullness for added flattery! They are the type of frock most women and junior misses regard as an essential part of their spring wardrobe. Sizes 12 to 20 and 40 to 44.

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Priced at . . . . . **\$19.75**







No. 51

## ATTENTION OF INTERMEDIATE-SCHOOL AND HIGH-SCHOOL PRINCIPALS

There is still room for more enrolments from principals of city and town schools in the summer-school course in Guidance (Course No. 77). The instructor is Mr. William D. Wilkins, a brilliant psychologist and outstanding teacher, who is Psychologist for the Shorewood Schools, Milwaukee.

## VISITING SUMMER-SCHOOL INSTRUCTORS

For the following summer-school courses, visiting instructors have been engaged, whose competence in their special fields is outstanding. All teachers are asked to note these special services to be offered at the Summer School this year:

### Course No. 39: Principles of Education.

Dr. Lester Dix, former Principal of the Lincoln School of Teachers College, Columbia University.

Dr. Dix will also serve as a consultant for Courses No. 35, 36, and 37.

### Course No. 77: Guidance.

Mr. William D. Wilkins, Psychologist for the Shorewood Schools, Milwaukee.

### Course No. 84: Democracy.

Mr. Watson Thomson, Department of Extension, University of Manitoba.

### Education 60:

Mr. John Wesley Bell, District Superintendent of High Schools, Chicago.

## EDUCATION 60

This is a special course for high-school teachers to be offered this year at the Summer School of the College of Education. The guest lecturer is Dr. John Wesley Bell, District Superintendent of High Schools, Chicago. Teachers may take this course for graduate credit at the University of Alberta or the College of Education. They may also take this course as undergraduates, and have it counted for two credits towards the requirements for a Permanent Certificate, or towards other similar certification requirements. (This course should be added to the list on pages 15 and 16 of the Summer School Announcement.)

Since registration will be restricted to approximately 50 students, teachers who are interested should write immediately to Dr. E. W. Sheldon, Director of the University Summer School, or to the Supervisor of Schools.

The fee for this course, if it is taken for Departmental, not graduate, credit, is \$6.00.

## THE WORKSHOP COURSES

From the time-table on page 53 of the Summer School Announcement, mention of the Workshop Class was inadvertently omitted.

Time—From 8:30 to 12:00 each day of the Summer-School Session.

The lecturer on Principles of Education (Course No. 39) will be Dr. Lester Dix, former Principal of the Lincoln School of Teachers College, Columbia University.

Circulars explaining the set-up of the Workshop Courses and the procedure for enrolment have already been sent to Divisional Superintendents.

Teachers recommended by their Superintendent are asked to submit their applications and list of proposed problems not later than May 1st.

The lecture and discussion courses (No. 35, 36 and 37) will be open to all teachers interested, and enrolments will be accepted in the regular manner of former years. The time for these classes is as shown on page 53 of the Summer School Announcement.

## ADDITIONAL SUMMER SCHOOL COURSES

The following two courses will be offered at the Department's Summer School this year, additional to those mentioned in the Summer School Announcement:

### Course No. 45: Health Care of Children.

Healthful environment; daily health care; protection from communicable disease; the technique of health inspection; the good medical examination—record and interpretation; safety protection; first aid; care of the eyes; the safeguarding of hearing; care of teeth; posture; food and rest for the nursery child; clothing; treatment of physical handicaps.

### Course No. 76: Mental Hygiene for Schools.

An approach to the problems of Mental Hygiene commonly met in the classroom, such as are discussed in *Mental Hygiene—A Manual for Teachers*, by Griffin, Laycock and Line (W. J. Gage Co.)

## CADET INSTRUCTORS, ATTENTION!

Before recommendations for high-school credit on cadet work will be accepted by the Department, they must be approved by Capt. J. L. Wyatt, District Cadet Officer, M.D. No. 13, Calgary. The same rule will apply to high-school credit for training by high-school students in a local unit of the Non-Permanent Active Militia. Recommendations for credit in these cases also must be approved by the District Cadet Officer.

## EASTER VACATION FARES

The following arrangements have been authorized for teachers and students of Canadian Schools and Colleges in connection with the Easter holidays:

### Territory:

Between all stations Port Arthur, Ontario, Armstrong, Ontario, and west in Canada, also from stations in said territory to stations in Canada east thereof.

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All School Musical Requirements—Tonettes, \$1.35  
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**Conditions:**

Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

**Fares:**

**First-Class**—Normal one-way first-class and one-quarter for round trip, minimum charge 25 cents.

**Coach-Class**—Normal one-way coach fare and one-quarter for round trip, minimum charge 25 cents.

**Dates of Sale:**

Tickets to be sold and good going Thursday, March 27, to Tuesday, April 15, 1941, inclusive.

**Return Limit:**

Valid for return to leave destination not later than midnight Tuesday, April 29, 1941.

**Note:**

Tickets will be good for continuous passage only.

**FOR TEACHERS OF INTERMEDIATE-GRADE  
SCIENCE AND BIOLOGY 1**

The Canadian Society of Technical Agriculturists is publishing in its official organ, the *C.S.T.A. Review*, the complete story of the Tree Fruit Industry in Canada. Copies of this issue may be obtained at low cost from the publishers at 1005 Confederation Building, Ottawa.

**RE FORM 152A—English 3**

In making a survey of the estimates of the year's reading of candidates for English 3 of 1940, it was ascertained that in a number of instances a score of 50 was assigned candidates who reported having read fewer than eight books from the free reading list and a score of 40 to candidates

who had read fewer than five books of this list. In a number of cases, also, the memory work was not reported.

Principals and instructors of English 3 are warned that this form must be completed in detail and that they must not assign a score of 50 or higher to a student who has read fewer than eight books or 40 to one who has read fewer than five. The score assigned on the year's reading must be commensurate with the information supplied by the candidate in Section 1 of the form.

## THE A.T.A. LIBRARY

**Household Economics.**

The following books on Household Economics may be obtained from the A.T.A. Library:

**Sharing Home Life**, by Baxter, Justin and Rust.

**A Functioning Program of Home Economics** by Spafford.

**New First Course in Homemaking** by Calvert.

**Advanced Course in Homemaking** by Calvert and Smith.

**A Guide for the Study of Homemaking in the Secondary Schools of West Virginia** by Nell White.

**Home Decoration with Fabric and Thread** by Spears.

**The Girl Today; the Woman Tomorrow** by Lucretia P. Hunter.

**Foods and Home Making**, by Carlotta C. Greer.

**From Thimble to Gown**, by Ethel Van Gilder.

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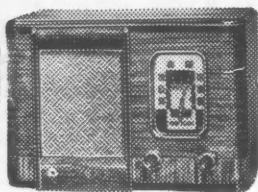
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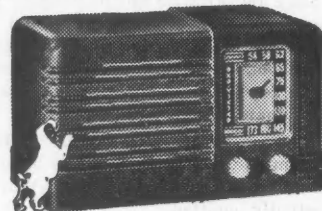
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# MANUAL ARTS



General Shop—Wood—Motor—Metal—Electricity—Drafting—Domestic Science

Edited by JOHN LIEBE, Ph.D., General Shop Instructor, Lethbridge

## PREPARE FOR THE ROUND-TABLE DISCUSSION TO BE HELD AT THE EASTER CONVENTION

THE PROGRAM committee for the technical or industrial arts section of the Teachers' Convention have arranged for a round-table discussion on five topics which, at the present time, are frequently discussed among General Shop teachers. There will be no speakers in the usual sense of the word. Each topic will be introduced by a leader of the discussion; and the teachers who attend are kindly asked to prepare themselves for the discussions. In order to make such a preparation easier, a number of leading questions have been submitted for each topic.

### I. Drafting—The Language of Industry. (Introduced by Lloyd N. Elliott, Coaldale).

1. What could be considered minimum equipment for a fair treatment of the subject? Should any of this equipment be shop-made?
2. Should drafting be a required unit of every shop course, grades 7 to 11?
3. If there are 100 hours in a year's shop course, what percentage of that time should be devoted to drafting: 10%, 20%, 30%?
4. When should drafting be started? In September? October? January?
5. How much perfection do you require? How much practice do you put on freehand drafting?

### II. The Alberta Industrial Arts Magazine. (Introduced by John P. Liebe, Lethbridge).

1. Are the shop teachers of Alberta in a position to make a magazine of their own?
2. Can an Industrial Arts Magazine be organized as a collective enterprise of city and country teachers, beginners and specialists, supervisors, inspectors, and those in charge of teacher-training?
3. What is the minimum cost of a 12-page mimeographed magazine, issued five times per year in 150 copies? How could it be financed?

### III. Shop Supplies. (Introduced by W. Sutherland, Ponoka).

1. What media do you use in the general shop?
2. Where do you obtain materials? What price do you pay?
3. What length of time does it take to obtain such materials?

4. Is the supply limited or unlimited as far as you know?
5. We would like to get as much information as possible about sources of the following: Hardwoods, leather and accessories, Catalin, pigments for Keen's Cement, nichrome wire, brass, copper, pewter, etc. If any teacher has difficulties with respect to supplies, we would be glad to hear about it and if possible find a solution.

### IV. In the Way of I.A.T.A. Matters and Resolutions. (Introduced by Neil J. Cameron, Drumheller).

1. The relative importance of the functions of the I.A.T.A. (a) Mutual exchange of shop helps. (b) Arrangement of conventions, etc. (c) The furthering of 'Degree Recognition for Industrial Arts.' (d) Other endeavours and duties.
2. When drawing up shop plans for exchange purposes what amount of detail, information, etc. would best meet the need of our shops?
3. Would it be to our advantage to zone the province and have complete organizations therein to carry on the work, arrange meetings, etc., and to co-operate with the central executive?
4. To what extent should summer-school shop courses: (a) Be organized on a general shop plan. (b) Be arranged so that definite instruction be given on assigned topics and exercises. (c) Include theory courses?
5. Advisable steps for the institution of 'The Degree in Industrial Arts.'

### V. Metal Work, Automotives, and Radio: How they effect the work in our school shops, their place in the light of our changing civilization and present day needs. (Introduced by C. Ross Ford, Didsbury).

1. In view of our increasing industrialization, should we put more emphasis on metal work, automotives, and radio?
2. Because of the shortage of skilled workers in these branches of industry, should we try to offer greater opportunities for exploration in these fields?
3. What equipment is necessary to teach successfully the automotive section, etc?
4. What is the shop teacher's place in the guidance field?

## USE THIS COUPON

Mr. Neil J. Cameron,  
Circulation Manager,  
"Alberta Industrial Arts Magazine",  
Drumheller, Alta.

Dear Sir:

I am enclosing a postal note of 50c as my subscription to the "Alberta Industrial Arts Magazine" for the calendar year 1941.

NAME: Mr. Mrs. Miss.....

ADDRESS.....

## Executive Council Elections 1941

The following teachers have accepted nominations for election to the Executive Council:

**PRESIDENT**—Smith, James A., Paradise Valley. Nominated by Hardisty-Provost, Vermilion, Drumheller, Sturgeon, Holden, Edmonton, Killam, Neutral Hills, Wainwright, Camrose, Clover Bar.

**VICE-PRESIDENT**—Ansley, E. C., Medicine Hat. Nominated by Medicine Hat, Drumheller, Sturgeon, Crow's Nest Pass.

Smith, Dr. H. E., Edmonton. Nominated by Grande Prairie, Edmonton, Holden, Killam, Camrose, Stony Plain, Clover Bar.

Barnett, R. A., Calgary. Nominated by Calgary City and Calgary Separate.

Hall, L. G., Big Valley. Nominated by Stettler.

### GEOGRAPHIC REPRESENTATIVES—

#### Southwestern Alberta:

Lakie, Geo. S., Lethbridge. Nominated by Lethbridge City.

White, Sydney, Blairmore. Nominated by Foothills, Taber, Lethbridge, St. Mary's River, Crow's Nest Pass.

#### Southeastern Alberta:

Ross, H. J. M., East Coulee. Nominated by Drumheller.

Morton, R. A., Hanna. Nominated by Sullivan Lake.

#### Central Alberta:

Aldridge, A. A., Bawlf. Nominated by Hardisty-Provost, Holden, Killam, Neutral Hill, Camrose.

Fletcher, Thos., Stettler. Nominated by Stettler.

Welsh, Geo. C., Edgerton. Nominated by Wainwright.

#### Northwestern Alberta:

Melsness, H. C., Grande Prairie. Nominated by Grande Prairie.

#### Northeastern Alberta:

Kostash, L. L., Andrew. Nominated by Lamont.

Shavchook, P. M., Hairy Hill. Nominated by Two Hills.

Bercuson, L., Smoky Lake. Nominated by Smoky Lake.

Galarneau, F. A., Bonnyville. Nominated by Bonnyville.

#### Edmonton District:

Seeley, Chas., Cherhill. Nominated by Lac Ste. Anne.

Baker, T. D., Edmonton. Nominated by Pembina, Evansburg West, Stony Plain, Sturgeon, Edmonton, Clover Bar.

#### Calgary District:

Daniels, L. A., Calgary. Nominated by Calgary City, Calgary Separate.

Eyres, W. Roy, Calgary. Nominated by Strathmore, Olds, Calgary Rural.

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Garbutt Business College, Calgary  
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Hollingshead Commercial College, Calgary  
Mount Royal College, Calgary  
Camrose Lutheran College, Camrose  
Canadian Junior College, College Heights  
Alberta College, Edmonton  
Assumption Academy, Edmonton  
Edmonton Jesuit College, Edmonton  
McTavish Business College, Edmonton  
St. Vincent's High School, Edmonton  
Falher Consolidated School, Falher  
Private Commercial School, Ferintosh  
Garbutt Business College, Lethbridge  
Lethbridge Secretarial School, Lethbridge  
Private Commercial School, New Norway  
Northern Bible College, Red Deer  
St. Joseph's Convent, Red Deer  
St. Lina School, St. Lina  
Sisters of the Assumption, St. Paul  
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For descriptive literature and full particulars, see your local Canadian Pacific Ticket Agent.



# Canadian Pacific

Special Spring Fares to Pacific Coast April 4 to 12

## The New Education Fellowship International Convention

THE NEW EDUCATION FELLOWSHIP will hold its first International Conference in the western hemisphere at the University of Michigan, Ann Arbor, July 6-12, 1941. Previous conferences of the Fellowship have been held in Heidelberg, Germany; Locarno, Switzerland; Elsinore, Denmark; Cheltenham, England, and other centres in Europe. It is significant that the United States, whose national efforts are now directed toward strengthening democracy throughout the world, should be host to this important gathering.

The New Education Fellowship is an international organization which was founded in 1915. It has 51 national sections, with journals in 15 different languages. Since 1932 the Progressive Education Association has been the United States section of the Fellowship. Just as the Progressive Education Association has been concerned with the development of a modern program of education in the United States, so the New Education Fellowship in other countries has been the pioneering group in educational experimentation.

While it may seem strange to be holding an international conference in these troubled days, it is more important than ever that the bonds of exchange between educators throughout the world should be maintained. The plans for this conference are being developed by educators from Canada, Mexico, and the United States. Representatives from each of the South American republics will be brought to the conference. Delegations of teachers and educational leaders from Canada and Mexico are already assured. Students, scholars, and leaders from European countries, now in the United States, will participate. Laurin Zilliacus, formerly Rektor of the Tolo Svenska Samskola in Helsingfors, Finland, International President of the New Education Fellowship, has indicated that he will be present and will bring to the conference the latest reports on educational developments in Europe. Sr. Luis Sanchez Ponton, Minister of Education of Mexico, will take part officially.

The conference program includes two general sessions daily, morning and evening, at which leaders from various nations will discuss educational problems and present the latest developments of education in their respective countries. Leaders from the United States will discuss the problems that education faces in a world increasingly interdependent.

During each day groups will study educational problems common to all countries and will hear details of the educational programs of other nations. A series of seminar meetings in the afternoon will present the literature, art, music, and culture of Central and South America. For teachers in schools that are developing courses or units of study on Latin American relations, these afternoon seminar meetings will provide an unusual opportunity to become better acquainted with the culture of our neighboring republics. One study group at the conference will be devoted to curriculum organization and materials for interpreting Latin America to the boys and girls of the United States; another group will consider curriculum materials and or-

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ganization of studies to interpret the United States to the youth of other nations.

An International Exhibit of Children's Art from the western hemisphere will be one of the many features of the conference program. Folk dances and songs, a day in Greenfield Village, special symphony concerts, teas, and informal gatherings will fill a week's program with events of special interest to teachers.

This international conference immediately follows the meeting of the National Education Association in Boston, and many teachers who are planning to be in the East for this national meeting will include the week in Ann Arbor in their travel plans. Complete details about the conference may be obtained by writing to the Progressive Education Association, 221 West 57th Street, New York City. Housing accommodations may be obtained through Dr. Raleigh Schorling of the University of Michigan.

It is anticipated that more than 2,000 delegates will be in attendance at this first International Conference of the New Education Fellowship in the western hemisphere.

## FREE SPEECH IN WARTIME--and ITS ABUSE

ARTHUR ALLEN, M.A.

ON January 13, a "People's Convention" held in London, England, gave visible proof of the British tradition of free speech and assembly, even in wartime. Commentators consider that the British Government showed great wisdom in allowing the Convention to meet, and for those teachers who are interested in conditions in Britain under the stress of war, there are some interesting features concerning a section of political life in Britain.

The Convention seized upon some real grievances of the common people of England today—such as inadequate air-raid shelters—but under the generalship of Communists it sought to demand a "people's peace by negotiation". This shows clearly the tack taken by the Communists since the pact between Germany and Russia in the summer of 1939. Before that time there was nothing too harsh for the Communists to say, or do, regarding Nazism and Fascism. Under the leadership of their Foreign Commissar Maxim Litvinoff, Russia urged a United Front against Fascism. The whole Communist line for years before the Pact of the summer of 1931 was "to unite to fight Fascism and preserve Democracy". Not a few democrats believed the Communists were truly concerned over the defeat of Fascism and the preservation of Democracy. The actions of the U.S.S.R. and the Communist party since the eventful summer of 1939 have been a right-about-face from this position.

With whom would the leaders of the "People's Convention" have Britain negotiate? Is Hitler's word any better now than formerly? Would they trust Goering or Hess or Goebbels, or any other German leaders? If they would, we think the free people of the British Commonwealth would not.

The Communists may remember that out of Russia's defeat in 1917 there grew the U.S.S.R.—but do they think that would have been possible had Germany, and not the Allies, been successful in 1918? Communists who face the facts can see that victory for Hitler would be the worst thing possible for the Soviets. They may remember that Ramsay MacDonald and Senator George Norris were popular in their respective countries after the war for having had the courage of their convictions to oppose the war. (But the Senator now supports Britain). They should remember however, that this policy is a dangerous one now, for anything that may assist, even in a small way, a Nazi victory, is playing with fire.

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- (c) Short term courses (various lengths) Automotive ignition, tractors and diesel engines, acetylene and electric welding, farm mechanics (tractors, diesels, carburetors, forging, farm machinery)

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### 3. Home Study Course:

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- (b) Coal Mining—four courses for practical miners.
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Hon. Wm. Aberhart,  
Minister of Education

Dr. W. G. Carpenter,  
Principal.



## BOOK REVIEWS

*The Problem Teacher* by A. S. Neill. Published by Longmans, Green & Co., 215 Victoria St., Toronto. Price \$1.65. (First printing, 1939; Herbert Jenkins, Limited, London). This book is the third of a series of which *The Problem Child* and *The Problem Parent* were the preceding volumes.

Reviewed by H. C. Sweet, B.A.

A. S. Neill has for 19 years in his boarding school, Summerhill (England), applied the principles of pupil-freedom, creative activity, teacher-pupil companionship, release of pupils from fears and inhibitions and repressions, natural play and willing work. He is a rebel against disciplinarianism.

His problem teacher is unaware of the genetic nature of child life and development, unaware of the psychological needs of children, driven to artificiality of standards by lack of freedom and by the circumstances and authoritarianism under which he works, hampered in outlook by subject-matter limitations; his failure lies in his unawareness of attitude as well as in his tendency to use, unwittingly, the stultifying measures which, the writer feels, characterize "desk-schools." Some of his definitions are reminiscent of our recent visitors from the Progressive Education Association. "Teaching is the art of living with children, understanding them and being one of the gang; the art of leaving children alone, a difficult art to acquire if one is not a believer in freedom; not continually 'mixing in' and eternally pointing the way."

As one reads through the book it is both with recognition and surprise—recognition of many plainly stated and well illustrated truths that have frequently been felt if not so daringly expressed, surprise at the lengths to which the author's philosophy has carried him in his search for freedom and applications of democracy in the school. His imagined presidential address to a national teachers' association, his department of "educational bunk" in his non-existent teacher-training institution are striking and amusing; they embody conclusions which are stimulatory even though the reader will find it hard to enter into complete agreement with the author.

The concluding chapter "Freedom and the Coming World" was written in England under stress of war conditions. The author is not without persevering hope. His patriotism is British if not imperialistic. The problem teacher must attack the problem civilization which has made education a mere schooling.

A challenging contribution to modern educational philosophy. In advance of what has been acceptable in teacher-thought and attitude, and to some extent in advance of what should or can really be anticipated in evolutionary school progress. Worth reading; worth evaluating; not completely proselytizing.

\* \* \*

*The Enterprise in Theory and Practice* by Dr. Donald A. Dickie. Published by W. J. Gage & Co., Limited, Toronto. Price \$2.00; 440 pages.

Reviewed by MRS. WILLIAM KOSTASH

At last! The book we have been waiting for is here, written by an Albertan in Alberta for Canadian teachers generally. Many of us have pored over American books on the Activity Program and have felt that the contents did not apply to our local situation. But now we have a book that has drawn its material from our own schools and bases its recommendations on the situation as we find it here.

The book is divided into three parts. Part One entitled "Theory" discusses the purpose of and procedure in education. We realize that the Enterprise method inculcates in the child the democratic way of life. The product of the formal school was a self-centered child a child who had crammed and studied for June. The product of the "activity" school is a child, molded into the democratic way of living, who comes to realize through his activities that everyone has a place in society. The "formal" school trained the mind as

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if it were a thing apart from the child. The modern educator thinks of the mind not as a thing, "but as a power, exerted like that of the will and the body, by the whole person and personality." The child has three powers that he uses continuously to attain his goal: will power (desires), mental power (enquiries), physical power (acts); and it is the teacher's duty to increase these powers from year to year; for "to be educated is to have more power". The Activity Program places emphasis on the child and not on subject matter. It is absolutely necessary for the teacher to understand and believe this changed point of view before he can hope to succeed.

Part Two discusses fully and clearly the Enterprise in practice. The reader will derive many practical ideas from this section of the book. After a general discussion of the Enterprise procedure the author gives numerous examples of Enterprises carried out by teachers in this province. But the most enlightening section of Part Two is Chapter V entitled "A Sample Enterprise". This enterprise was observed and recorded by a stenographer from the first day. One gets a bird's-eye view of the Enterprise and a clear idea of its development. The writer has not forgotten about the rural teacher. Indeed, Chapter VI is entitled "An Enterprise in the Rural School".

In Part Three the writer gives many useful and practical suggestions for correlating Language and the "arts" with the Enterprise. Much space is devoted to Language for "the development of an individual both as an individual and as a citizen is accomplished very largely by creative self-expression in thought, in word, or in deed". Creative expression is very important to the normal growth of a child and Enterprise offers the development of talents in music, poetry, prose and art. It is important to remember that the urge to create is very strong in children of all ages.

The writer says that a good number of experienced teachers fail in their Enterprise work because they do not fully understand its purpose. That is true, but there is no longer any excuse for this because Dr. Dickie has given us a clear and meaningful conception of the Activity Program. This book is a challenge to you teachers in the city schools,

and to you in the rural. It should be on every teachers' desk, to be used as a reference and hand-book.

Enterprise Education will always be a weak sapling in this Province until the teachers become aware of its efficiency in preparing the child to accept life's responsibilities. When the teachers come to believe firmly that the only way democracy will grow is by practicing it from day to day in living situations in the class-room; when they believe that children must be trained to act co-operatively and not individualistically; when they believe that a child's attitude and personality are as important as knowledge and skills in a democratic state, then, and only then, will the sapling grow into an oak tree firmly rooted in the principles of democracy. Let the Doubting Thomases remember that "all knowledge is the product of activity directed towards the fulfilment of a purpose".

\* \* \*

*Creative Youth* by Hughes Mearns. Doubleday, Doran & Co., Inc., New York. Price \$2.75.

Reviewed by William Taschuk

In *Creative Youth* we find an enthusiastic narrative of an experiment in creative writing carried on in the Lincoln School of New York City. Mr. Mearns briefly outlines the way in which he and his associates went about the difficult task of freeing the creative spirit in a group of ordinary young people. Through expert guidance, the experimenters substituted a spirited program in English for the dull program of literary analysis and drill in usage. The author relates the fascinating way in which the students were swept away with the desire to write poetry and creative prose. Along with this desire came an increasing urge to read and a marked growth in literary judgment. In the latter half of the book some of the best products of the students are found. Their high standard is ample proof of the success of the experiment and of the rich creative tone of the school.

To the teacher of English or Creative Writing the material in this book is truly invaluable. To any teacher *Creative Youth* will prove an exceedingly interesting and inspiring study.

(*Creative Youth* may be ordered from McClelland and Stewart, Ltd., 215 Victoria Street, Toronto).

The industrially-motivated world of our time is starved for beauty and friendliness. The schools of today and tomorrow must help make amends by the attitudes they take and the things they do. Art and music are **fundamentals**, not extras, in education today. And those of us in charge of schools must come to put into action a philosophy which recognizes that the three R's are not the real fundamentals, but only tools to help achieve the real fundamentals of health, work, the creative arts, and wholesome human relationships.

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## A Minute of Fun with Edmonton Normal Graduates



LETTERS are coming in and we do appreciate them. Some classroom "smiles" came from Isobel M. E. Robinson, '37, writing from Tofield. News that Tom Madsen, '33, is now in the Civil Services at Ottawa came to us through a letter from his mother.

A delightful letter from Rose Slevinsky, who writes from St. Paul, included the article on "greeting expressions." (As a graduate of Calgary or Camrose, let us have some friendly rivalry in columns similar—?)

### Smilzngrins

A boy writes, "One cause of a weak heart is romantic fever."

After an Enterprise on Cleanliness a little lad wrote, "If you don't keep yourself clean nobody will love you"—effective soap advertising.

### Fallacies Popular With General Public

By Paul Pry

That all teachers have soft white hands;  
That the school day ends at 4 p.m.;  
That conventions may be explained as "teachers' rest";  
That arithmetic was tougher when I was a kid;  
That all lady teachers have been thwarted in love;  
That children should be asked "What have you learned at school today?"

"O-o-oh! those new bonnets the ladies are to be a'wearin' are outclassed or are they—by the men's Easter toggery. "Come, view and judge for yourself—yes, at an E.N.S. Alumni luncheon during Convention week. Look and listen for particulars.

### WERE YOU AWARE THAT—

Viola Zimmer, '29, was recently married. Her hubby, Gus McPhee, is well known in Edmonton sporting circles.

Norma Christie, '35, is now secretary to Dr. Endicott in Toronto.

Edith McLure, '35, is a stenographer at the Edmonton Journal.

Hal Richard, '29, is an Edmonton M.D.

Henry Martell, '30, is a junior tennis and table tennis champion. He coaches these and other school subjects at Edson High.

Norman Cameron, '30, is with the Dominion Government, as an inspector of weights and measures. He lives in Edmonton.

### Greeting Expressions Used the World Over

How do you do? English and American. How do you carry yourself? French. How do you stand? Italian. How do you find yourself? German. How do you have yourself? Ukrainian and Polish. How can you? Swedish. How do you perspire? Egyptian. How is your stomach? Have you eaten your rice? Chinese. How do you live on? Russian. May thy shadow never be less. Persian. And they mean much the same thing!

### From a Pixie's Pelf

"Be not afraid of enthusiasm; you need it; you can do nothing effectively without it."—Guizot.  
Not even an enterprise.

### Scrap Book

Friends, in this world of hurry and work and sudden end, If a thought comes quick of doing a kindness to a friend, Do it that very moment! Don't put it off, don't wait. What's the use of doing a kindness, if you do it a day too late?

—Kingsley.



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## New Visual Aids in High School ◆

J. GORDON SINCLAIR, Technical High School, Edmonton

SOME teachers tend to talk too much, some demand long-winded reports from students in Social Studies that bore the class. Only the compilers of the report benefit. Why not use more pictures! We believe the Chinese proverb that "A picture is worth a thousand words." How much easier it will be for a whole class to understand conditions that existed in Early Mesopotamia, Egypt or Greece if slides are shown of reconstructions of Assyrian temples, The Hanging Gardens of Babylon, Egyptian methods of irrigation or views of the Acropolis.

Since the introduction of the present course of studies there has been a great need for illustrative material in the High School Art courses and in the sections on Aesthetics in the Social Studies courses. Some teachers have omitted the topic, "Appreciation of the Applied Arts", "The Periods of Painting and Sculpture", because of the amount of labor to compile the necessary material. The Division of Visual Instruction of the Department of Extension was made aware of the need and has compiled about five hundred new slides in sets, following the topics as outlined in the Programme

of Studies for the High Schools. Many of these are hand-colored and those that include a great deal of intricate detail in color have been prepared by the Kodachrome natural color process. With these are typewritten outlines and notes. When the illustration happens to be one that is not likely to be well known to the teacher detailed information is supplied.

These slides fill a long-felt need for the High School Art teachers. Now there is at hand the best of the works of the Old Masters in true colored copies from the finest modern reproductions. Now we can bring the great art of the ages into the classroom and make comparative studies.

Summer school instructors will find these slides useful. When the schools close in June the slides are all called into the office and may be regrouped to show the evolution and development of such subjects as—Tools, Metal-work, Handicrafts, Dress, Pottery, Dwellings, Furniture, Sculpture and Painting.

We appreciate the work that the Department of Extension is doing to bridge this great gap in our teaching and to bring a pleasant variety into our school life. Some fifteen sets are now ready and more are in preparation.

Let us make use of the eyes and give the ears a rest.

## THIS GOES FOR CANADA TOO! ◆ ◆ ◆ ◆ ◆



Reprinted from *The American Teacher*, February, 1941



## CORRESPONDENCE

The Editor,  
A.T.A. Magazine,  
Edmonton.

Wayne, Alberta,  
March 10, 1941.

Dear Sir:

Would you please permit me to express myself on two articles appearing in the February and March issues of *The A.T.A. Magazine*, under the heading of "We Teach New Canadians" and "re: same".

To Mr. Sklepovich in the March issue I say, "Good work . . . Perhaps you have been a little harsh with your criticisms of the article by Ida N. Vyse, B.A. She was born a quarter of a century too late. At that time one-tenth of her advice might have been helpful (?) And at the same time the term "Fifth Column" had not as yet been coined.

To Miss Vyse I issue a challenge. . . . Before you write another article on "Canadian Ukrainians", write me: I will take you to the districts mentioned in your article, so you might sample their food, see whether their "feet are washed" or whether "their privies face the East to get the first rays of sunshine,"—(Charles Sales "The Specialist").

Now as brother to sister, in this teaching profession, I can see where such articles can be detrimental to Canadian Unity and the Canadian War Effort.

And I might add that "Prayer is a force as real as terrestrial gravity."—(*Reader's Digest*, March 1941).

Fraternally yours,

WILLIAM J. KLUFAS.

It is not the purpose of this organization to engender controversy within its ranks which might develop animosity. We shall now consider the matter closed.—Editor.

## A.T.A. Creed Re Democracy

Resolution to be Considered by Convention Tuesday  
Afternoon

WHEREAS, Canada and the Empire are at war in defence of Democracy; and

WHEREAS, the conditions of war-time and of post-war readjustment are alike full of peril to democratic institutions; and

WHEREAS, the essentials of Democracy are the subject of widespread confusion of thought;

BE IT RESOLVED, that this A.G.M. favors the formulation of a creed of Political Democracy, the purposes of which shall be (1) to clarify discussion, (2) to organize the teachers of Alberta in active defence of our political institutions, and (3) to promote the greater efficiency of Political Democracy in the post-war world;

AND BE IT FURTHER RESOLVED, that this A.G.M. instructs the Executive to appoint a committee which shall prepare the creed;

AND BE IT FURTHER RESOLVED, that this A.G.M. authorizes the Executive to publish the said creed, or such amended form thereof as the Executive may adopt.

### RE RAILWAY FARES

At the meeting of the Canadian Passenger Association held last week it was decided that the return limit on students' and teachers' tickets would be extended from April 29th to May 2nd.

Have you changed your address? Kindly notify the A.T.A. of any change of address.

## THE EASTER PARADE BEGINS

### In the "Bay's" Fashion Departments

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# Local News

## ANDREW

The Andrew Sub-local met for their February meeting at the Andrew School. A report on salary negotiations was presented but owing to poor attendance the discussion on the subject was postponed for a later meeting. A resolution recommending the nomination of L. L. Kostash as District Representative was forwarded to the Local Executive. M. Tymchyshyn and L. L. Kostash were named delegates to the Annual General Meeting. The meeting was followed by a supper and a very enjoyable evening at the home of Mr. and Mrs. Kostash.

## BARRHEAD

On March 8th the regular meeting of the Barrhead Sub-local was held in the Barrhead School with a large attendance of teachers. Some pupils of the Manola School were present and Mrs. Oestreich, their teacher, gave a demonstration of tonette playing. Part singing by these pupils was also greatly enjoyed. Miss Radke spoke on her methods of teaching the Integrated Program and points on many difficulties of those teachers present were discussed. It was decided to postpone the April meeting until after the Easter holidays and it will be held on April 26th, when the delegate from the local will give a report on the Convention. At the close of the business meeting Mrs. Schram, Mrs. Wagner, Mrs. Oestreich and Miss Radke acted as hostesses and served a delicious lunch.

## BEAVER LODGE-HYTHE

A meeting of the Beaver Lodge-Hythe Sub-local was held on February 8, in the Beaver Lodge School. The minutes were read and adopted. Mr. Melness and Inspector Johnson had come out from Grande Prairie and so the meeting was turned over to them. Mr. Melness spoke first. There was a lively discussion on Pensions, Group Hospitalization and Insurance questionnaire, and Salary Schedules. Several schemes were suggested to make the Sub-local meetings more attractive. The thing that seems to work best is to have visiting speakers, and we decided to try to get someone for our next meeting. Mr. Johnson had a long list of questions to discuss with the teachers and also helpful suggestions to offer. The following delegates were nominated to attend the Easter Convention at Edmonton: Miss Hendrickson, Mr. William Lay. The meeting adjourned at 5:30.

The alternate meeting was held at Hythe. Two cars left Beaver Lodge for Hythe at about 2 o'clock and the meeting got under way at 2:30. The meeting was opened by the reading of the minutes. The first item of business brought up was the matter of war savings certificates in the school. Mr. Cairns made mention of the fact that in the Beaver Lodge School a drive for war savings had already been inaugurated. It was decided after a general discussion that in all the schools in our Local, a drive for war savers would be started. It was decided to have reports at each meeting of the A.T.A. on the progress made. A discussion of Group Hos-

pitalization and Insurance ended in a decision to ask for more details on the subject. The vote however was taken and the questionnaire sent in. A panel discussion on everyday problems and mutual difficulties brought the meeting to a very practical close. The meeting adjourned at 5:00 p.m.

## BELLIS

The February meeting of the Bellis Sub-local was held on the 1st at the home of Mr. J. Repka. Important business was dealt with. Mr. Fedorak's resignation as Secretary-Treasurer necessitated a new election. Mr. Earl Danchuk emerged the successful candidate. A discussion of the School Fair followed and it was decided that the fair be continued. Ravilla school was presented with the Agricultural diploma for the previous year. The Annual General Meeting and resolutions were also discussed. The old problem of financing the moving picture machine was also brought up, but no definite decision was reached.

## BERWYN

The meeting of the Berwyn Sub-local was held March 1st. The questionnaire on Group Hospitalization and Insurance was explained, discussed and voted on. Further arrangements were made for projector showings. Mr. L. Kelly gave an interesting book review on "Danger is My Business" by John D. Craig. A sociable time was spent during the serving of tea and refreshments.

## BULWARK

The March meeting of the Bulwark Sub-local was held in Brownfield at the home of Mrs. George Butterwick. The chief business was the Spring Musical Festival. After the meeting Mrs. Butterwick served a delicious lunch.

## CALGARY RURAL

A meeting of the Calgary Rural Local was held on February 22nd at 3:00 p.m. in the Calgary Public Library. It was decided to sponsor the re-nomination of Mr. R. Eyles as District Representative. The proposed changes in the By-laws of the Association Relating to Discipline were found acceptable and passed. It was also decided that a Contact Committee be appointed to act as intermediary between local and board in all matters of mutual concern. Messrs. Pettifor, Coleman, and Holt were asked to form this committee. After deciding that the local should not defray expenses of delegates to the Easter Convention, the meeting nominated the following delegates: Miss Loxam, Miss Tanner, Miss Anderson, Mr. Coleman and Mr. Holt. A tentative salary schedule was then discussed by the meeting. After making a few changes, the schedule was accepted. It was agreed to leave the matters of a Library Committee and a High School Teachers' Committee in the hands of the executive. The meeting then adjourned.

## CALMAR

The February meeting was held February 13 at the Calmar United Church. Mr. Wilfred Fors, our Sub-local Councillor, presented his report of the meetings of the Clover Bar Local and of the Salary Negotiating Committee's interview with the Divisional Board. It is urged that an effort be made to have a hundred per cent attendance at the next meeting, March 13th, when

Mr. Fors will have further information to give concerning salaries.

## CHAMPION-CARMANGAY

The February meeting of the Champion-Carmangay Sub-local was held in the Champion High School on February 3rd. A resolution was discussed and formulated to present to the Local. Miss Orr was elected to go to the Annual General Meeting during Easter Week. A Quiz program was presented by Miss Orr and Miss Ellis as part of the evening's entertainment. The members then were received at the home of Miss Elmore and Miss Schultz where a most appetizing cafeteria-style lunch was served.

## CHIEF MOUNTAIN

The regular monthly meeting of the Chief Mountain Sub-local was held at the home of Mrs. Wynder at Beazer. The meeting was conducted by the President Mr. Britton. The first part of the meeting was taken up by a detailed report concerning the teachers' salaries. After a discussion two motions were passed: re. Salary and teachers' insurance. The program was given by Miss Beth Briggs of Mr. View. Her talk was very interesting and educational, the topic being, "The Myths and Legends of India and Their Effect Upon Modern Civilization. A very delicious lunch served by the Beazer staff brought the evening to a close.

## CLOVER BAR

On February 1st about 50 teachers of the Clover Bar Sub-local of the A.T.A. and friends held a banquet and dance in the Corona Hotel, Edmonton. Guest speakers were Mr. J. J. Le Blanc, Mr. R. Hennig and Mr. J. A. Tupper of the Edmonton Cine Club. Miss M. Ellis, Miss M. Barnhouse and Miss N. East were in charge of arrangements. Miss A. Hales and Mrs. S. Hough provided music for the evening.

## COALDALE

The January meeting of the Coaldale Sub-local was held at Coaldale. Owing to unfavorable weather only the Coaldale teachers were present. It was decided to waive the business part of the meeting. Badminton and table tennis were then enjoyed by the members. A delicious lunch was served by the Misses Eaglesham and Hawthorne.

The February meeting was also held at Coaldale. Mr. R. Baker, councillor to the Lethbridge District Local gave a report on the recommendations of that body re convention. These recommendations were briefly: (1) The principals' section to be curtailed in order to allow principals time to visit other sections; (2) Fewer topics to a section to allow more discussion; (3) A.T.A. meetings to be held in the mornings to ensure greater attendance; (4) Suggestion—that Provincial office publish proceedings of Local in a letter to be sent to all members. This suggestion was opposed by this meeting on a motion by C. Allen, seconded by Miss J. Nicol. Mr. C. Allen, member of the Salary Negotiating Committee reported the circulation of a petition for the return of the 5 per cent salary reduction (Lethbridge Division). A hospital scheme was presented and rejected. The group insurance scheme presented was to be investigated and further information given at the next meeting. Mrs. L. N. Elliot gave an instructive and stimulating talk on

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#### COALHURST-NOBLEFORD

The regular meeting of our Sub-local was held at Coalhurst on January 23. For the small number present, an enjoyable evening was spent in playing Ping-Pong and Badminton. At the conclusion of the evening, the Coalhurst staff served a delicious lunch.

A special meeting was held at Diamond City on February 5th. The minutes of the last meeting were adopted as read. Mr. Simcoe was replaced on the Salary Negotiating Committee by Mr. Gaudette. A number of suggestions were offered for the improvement of the future Fall Conventions. After a great deal of careful preparation, Mr. Gaudette gave a report on the outcome of the meeting of the Salary Negotiating Committee. By Mr. Gaudette's personal efforts, he was able to give us valuable information concerning the salaries of the various classes of workers, and thereby making comparisons to our own Salary Schedule. A number of resolutions were passed which were to be submitted to the Annual Easter Convention. The Hospital and Medical Group Insurance Scheme was thoroughly discussed and was favored by all the members. A number of adjustments were made to the entries of the School Fair, which will be held next fall. Finally, it was decided to have a Musical Festival at Coalhurst on Wednesday, April 9th. The Festival Committee was to consist of Mr. White as Chairman and any members of the Coalhurst staff whom Mr. White might choose. The Festival Executive was to be made up of all Principals, Music teachers, and all one-room rural teachers. Mr. Miller then showed us a number of Educational moving picture reels.

#### COLEMAN

The Coleman Sub-local held its March meeting in the Coleman School on March 6th. A short business meeting was held and then Mr. Hoyle, principal, gave a talk on "The Integrated Programme". This was followed by a discussion in which all teachers took part.

#### COLINTON-PERRYVALE

A meeting of the Colinton-Perryvale Sub-local was held in Perryvale on February 8th. A constitution was discussed and adopted. Resolutions were discussed. A paper on suggestions for conduct of Sub-local meetings was read by Mr. Roxburgh. At the close of the meeting a delicious lunch was served by Mrs. Roxburgh, Miss Scott, Miss Hurtubise and Miss Heinrich.

#### CORONATION

The regular monthly meeting of the Coronation Sub-local was held on March 1st at the Royal Crown Hotel. Plans for the Sub-local Festival elimination were the principal business of the meeting. It is to be held on Saturday, May 3rd at the Coronation School commencing at 10 a.m. sharp. Two entries are to be allowed in solo, duet, and recitation classes. A public concert of the winners will be held in the Elks Hall in the evening.

#### CROW'S NEST PASS

The regular meeting of the Crow's Nest Pass Local was held on February 6th, in the Hillcrest School with Mr. D. MacPherson of Blairmore in the chair. Considerable time was spent in discussing resolutions to be sent to the Annual General Meeting. Following the business meeting, Inspector A. W. Reeves of Pincher Creek School Division gave an interesting address on the "Integrated Programme in the Elementary Schools". This was followed by a discussion on methods used in interpreting the new programme, led by Mr. Sickoff of Bellevue. A vote of thanks to both speakers was tendered by the assembly.

#### DIDSBURY

The Didsbury Sub-local held its first meeting of the New Year on February 8th at 2:30 p.m. in the Didsbury School. A rather lengthy business session discussed and agreed on the following items: Group Insurance in the Organization; Group Hospitalization—Scheme No. 2; A basic minimum salary of \$840 for the schedule of the Olds Division; Geographic Representative for the coming year; A resolution regarding Summer Schools and Summer School courses drawn up by the Olds Local executive. During the afternoon our present school curriculum and educational system was reviewed with the idea in mind that it does not meet the needs of students other than the few academically-minded ones.

#### DRUMHELLER

A very enthusiastic meeting of the Drumheller Sub-local was held in the high school on February 21. A fairly representative group of teachers of the district attended. The topics discussed were the Hospitalization Scheme, and the Insurance Plan. Both plans, as outlined by the A.T.A. were accepted in principle by the meeting, but more specific details were considered necessary to pass final judgment on their merits. Mr. McKim Ross, James Fitzpatrick and Frank Peers were nominated as

delegates to attend the forthcoming Easter Convention, and Mr. Eric C. Ansley was recommended to the local as a nominee for vice-president of the Central Executive. Mr. McKim Ross was recommended by this Sub-local as geographic representative of South Eastern Alberta for the provincial executive. At the conclusion of the meeting, Miss Jobb and Miss Davis served a very delightful lunch. Members will be notified in due course of the next meeting.

#### EGREMONT

The regular monthly meeting of the Egremont Sub-local was held at the home of Mr. Sherbanuk. The business section of the meeting was largely devoted to the discussion of new resolutions to be set before the board. The high school teachers discussed and exchanged tests they had prepared. A delightful lunch was served by Miss Rose and Mrs. Sherbanuk.

#### EVANSBURG-WILDWOOD

A meeting of the Evansburg-Wildwood Sub-local was held at the home of Mrs. MacPhee in Evansburg. Mr. Rees was the guest speaker and gave the teachers a very enthusiastic and enlightening address. He said that although he was expected to speak about track meets he would hate to miss this opportunity of touching on many other subjects. He told the teachers that he had now visited all the members of the Edson Divisional Staff and that with a few exceptions he was very well satisfied with the work that they were doing. Mr. Rees told of his long membership in the

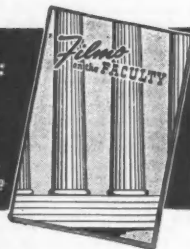
A.T.A. organization and suggested that the local meetings could be made into a very interesting as well as useful asset. He next stated that all enterprises performed under this new curriculum must have very definite outcomes and ideals which must be decided at the beginning of the enterprise or at least well in advance of the culmination. He presented a very interesting theory that emotions played a much bigger part than intelligence in determining the rate and quality of educational progress made by a pupil. Mr. Rees told the meeting that he was very much in favor of extra-curricular activities and wished to see a central track meet held in this division. He gave some very useful information to the teachers concerning track meets.

Mr. Peers moved a hearty vote of thanks to Mr. Rees for the interest he had shown in our local and for the trouble to which he had gone in making his attendance at the meeting possible. It was moved by Mr. Combes and seconded by Mr. Peers that a central track meet be held in this division. The motion was passed by the meeting. Group hospitalization was next discussed and all members were very much impressed by the scheme but thought the rates were very high. To back this opinion the teachers cited the scheme in operation in Stettler. The salary schedule was the last item to be discussed by the meeting. A motion was passed by the meeting asking that, owing to the increase in prices, due to the war, the cut of sixteen and two thirds per cent be eliminated. The teachers hoped that the grant could be increased to accomplish this objective.

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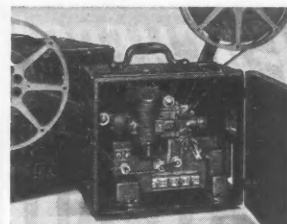
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The meeting then adjourned after which an enjoyable lunch was served by Mrs. MacPhee.

#### FAUST-KINUSO

The March meeting of the Faust-Kinus Sub-local was held in Kinuso, March 8th, at the home of Mrs. Maclellan. There had been no meeting in February due to lack of attendance. The members discussed group hospitalization and insurance, summer school, and sports day at High Prairie next May. Some opinions were exchanged on the grade 12 literature course, among other things. The April meeting will take place at Faust on the 19th. We expect to have a normal student with us then. Miss Whittaker, the local provincial district nurse has been asked to address the members at that meeting. Members please note, and make a special effort to attend then. Mrs. Maclellan served the ever welcome lunch.

#### FERINTOSH-NEW NORWAY

A meeting of the Ferintosh-New Norway Sub-local was held at the New Norway High School, February 8th. Mr. J. T. Bullock, Ferintosh, gave a detailed and interesting report on the Camrose local meeting of January 18th. Correspondence on group hospitalization and group insurance was discussed and voted upon. Several resolutions were drafted, to be presented to the local at Camrose. Our next meeting is to be at Ferintosh, Saturday, March 1st. Make a point of attending and you won't be sorry—we have some highly interesting discussions.

#### GLEICHEN-ARROWWOOD

The regular monthly meeting of the Gleichen-Arrowwood Sub-local was held in the Arrowwood School on February 11th. Further plans for the coming Spring Music and Drama Festival were discussed. Several motions regarding the new proposed schemes of group hospitalization and group insurance were passed. Lunch was served in the Household Economics room by the members of the Arrowwood staff.

#### GLENDON

The Glendon Sub-local met for its February session in the Glendon High School. Several official communications were aired by the president. Next a hospitalization and insurance scheme were presented and thoroughly examined and discussed. Action on the scheme was mutually deferred pending further deliberation. This was followed by a discussion of a drawn up Field Day schedule. A number of amendments were written in. The meeting ended with a report by Mr. M. Grekul on the activities of our local.

#### GRANUM

The Granum Sub-local met on February 11 at the Granum school. The group decided against entering the festival. Arrangements were made for a business meeting and party for the general meeting of the Macleod local. Miss Fraser was chosen to be our delegate at the Easter Convention. Lunch was served at the home of Miss Simonson.

#### HAIRY HILL

The regular meeting of the Hairy Hill Sub-local was held in New Hairy Hill on February 15th. Miss Smolyk gave a report on the Festival which will be held in Two Hills on May 16th. Mr. Eurchuk gave his councillor's report. The hospitalization scheme, group insurance and resolutions to A.G.M. were next discussed. Mr. M. Shemeluck was elected delegate to A.G.M. We were very pleased that Mr. P.

M. Shavchuk has been nominated representative for N.E. Alberta. Next meeting will be held in New Hairy Hill School.

#### HEISLER

On February 1st, the regular monthly meeting of the Heisler Sub-local was held at the Convent. During the past year, the members have manifested a very keen interest in Silent Reading and consequently Miss MacDougall's excellent report on this topic evoked enthusiastic discussion. Mr. Bruder was asked to give a report on the activity programme at our next meeting.

#### HOLDEN

A meeting of the Executive of the Holden Local was held in Holden, March 5th with all members present including the Salary Schedule Committee. The Group Insurance and Hospitalization schemes were first discussed but neither met with the approval of the Executive. A Committee was formed for the purpose of organizing a War Savings Certificate Drive. J. R. Hemphill of Bruce, W. Brushett of Holden and Mrs. E. Kalil of Ryley, were appointed members of this committee. It was decided that \$10 voted for the purchase of additional books for the Teachers' Reference Library be paid immediately. The Salary Schedule Committee reported that the Divisional Board had accepted with minor changes their proposed amended schedule but that on February 21 the Superintendent had asked that it be held over. On March 1st the Board handed the Committee a new schedule containing four important changes: 1. Second class teachers would receive \$15 less in salary than first class teachers, unless they were taking courses to improve their professional standing. 2. Three teachers in the higher brackets would have their basic salary increased \$50 each. 3. The Board reserved the right to increase any teacher's salary above that set in the schedule. 4. There was no provision made on the schedule for the visiting music teacher.

Each of the above changes was carefully considered. The Executive voted to accept the first proposal providing it were modified to "one or more courses". The second was rejected because it was pointed out that the three teachers to whom this clause applied were now getting the highest salaries paid in their category as shown in the forty-four Divisional schedules in effect. Furthermore, the teachers of the Holden Division who are in the lowest brackets were found to be receiving a lower salary than the average salary of teachers in the same category in other Divisions. In considering the third change, attention was drawn to the fact that only one Division in the province has a clause giving the Board power to pay a higher salary than that specified in the schedule. It was thought a dangerous precedent to establish as it would destroy the schedule. The meeting expressed itself as definitely opposed. In dealing with the fourth proposal, it was decided that visiting teachers who are employed full time by the Board should be placed on the Salary Schedule. The Salary Schedule Committee was recommended to press these points.

#### HUALLEN

The February meeting of the Huallen Sub-local was held on the 8th, in the Lower Beaver Lodge schoolhouse. After a brief discussion, a motion to the effect that we invite Mr. Johnson, our Inspector, and Mr. Melness, Geographic Representative for Northwestern Alberta, to attend our March meeting, was unanimously carried. It was decided that the program for the next meeting should include a talk on the teaching of Reading in the primary grades. This will be given by Mr. Sherk. Other topics arising out of difficulties experienced by any members will again be dealt with in open forum. After new business discussions were completed, Miss Lechelt gave a very beneficial address entitled "Verse Speaking and Choral Speech". Her lecture was effectively illustrated by exercises in which all members participated. Special assistance was rendered by Miss Ann Proden who demonstrated how certain dramas that might develop in teaching, might be transformed into hilarious enjoyment. After the meeting a tasty lunch was enjoyed by all.

#### HUSSAR

Hussar Sub-local held a meeting at Hussar on February 21. The attendance was good. Mr. R. V. McCullough spoke to us for a few minutes about the Circulating Library which is to be centered at Hussar. A general discussion followed during which it was decided that the Music Festival for this section will be held at Hussar on May 2. The alternative date set was May 5. Arrangements concerning the next meeting were made. Mrs. Derrick and Miss Lois Nelson were appointed conveners. The meeting will be held at Hussar on March 28. The teachers present then chose the books which they wished to use from the library and the meeting was adjourned.

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#### IRRICANA-KATHYRN

The regular meeting of the Irricana-Kathryn Sub-local was held at the home of Miss Esther Anderson, Kathryn, on March 6th. The minutes and treasurer's report were read and adopted. The questionnaire on Group Hospitalization was thoroughly discussed. Each scheme was voted down unanimously because it was felt the rates were too high and did not compare favorably with municipal hospital rates and medical contracts. After discussion the insurance scheme was voted for almost unanimously. The following delegates were chosen for the Easter Convention in Edmonton, Mr. Morrell, Mr. Taylor and Mr. Workman. Other business of the meeting included a report by Mr. Workman of his attendance at the Wheatland Board meeting, the salary schedule for this year and the support of the present District Representative for another term. An enjoyable lunch was served by Miss Anderson.

#### ISLAY

At the organization meeting of the Islay Sub-local held in Islay on September 9, the following officers were elected: President, Mr. Geo. Schurman; Vice-President, Mr. S. Macdonald; Treasurer, Miss K. Thompson; Councillor, Mr. E. Klaus; Press Correspondent, Miss G. Kent.

On February 15 the Islay Sub-local held a meeting. Discussions concerning the School Fair and Track Meet took place. The salary schedule was considered with relation to increments. Mr. E. Klaus was elected Vice-President as Mr. Messum is on active service. Arrangements were made for circulation of the standardized tests. Inspector Laverty, who was our guest, gave a very helpful address on the subject of "Loyalty", stressing the need for loyalty to our task, our homes, our organization, and our Empire.

#### LETHBRIDGE

A meeting of the Lethbridge District Local was held at Marquis Hotel in Lethbridge on February 22. The president, Mr. A. Simcoe presided. Supervisor of Schools, Mr. O. Williams, attended the meeting as a representative of Lethbridge Division No. 7 Board. Matters of business received the attention of the councillors and included the consideration of a report from the Negotiating Committee of resolutions for the Annual General Meeting, and of nominations for the central executive. It was decided to conduct a campaign to boost the sale of War Savings Certificates among the teachers of this Local. A special committee was selected to have charge of the drive and included: Miss Orr, Champion-Barons; Mr. Robinson, Coaldale; Mr. Gaudette, Coalhurst-Nobleford; Mr. L. Smith, Picture Butte-Turin; Miss Evers, much too high for the limited protection afforded by this scheme. The meeting went on record as opposing the Schedule proposed but felt that the principle was worthy of commendation if cheaper rates and unlimited protection could be secured. Resolutions were presented to the meeting dealing with: 1. Change in Grade IX Bookkeeping Course—making the work simpler and exercises shorter. 2. Full conventions—making it possible to hold Divisional conventions as previously done. Arithmetic tests were distributed to those present.

#### LOUGHEED-SEDGEWICK

The Loughheed-Sedgewick Sub-local held a special meeting in the Loughheed School on February 15. Mr. G. Carter, President of the Killam Local was present. The first order of business was the compiling of suggestions for changes in the Festival Program. After this a lengthy discussion took place on the Hospitalization and Insurance scheme questionnaire which is to be dealt with at the next Annual General Meeting. The meeting agreed that the rates were much too high for the limited protection afforded by this scheme. The meeting went on record as opposing the Schedule proposed but felt that the principle was worthy of commendation if cheaper rates and unlimited protection could be secured. Resolutions were presented to the meeting dealing with: 1. Change in Grade IX Bookkeeping Course—making the work simpler and exercises shorter. 2. Full conventions—making it possible to hold Divisional conventions as previously done. Arithmetic tests were distributed to those present.

#### MIDNAPORE-FOOTHILLS

Mr. H. White, President, presided over the regular monthly meeting of the Midnapore-Foothills Sub-local held in the Herald Board Room, Calgary on February 15. The business consisted of a discussion of Group Hospitalization and Health Insurance plans. Following the business,

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Mr. F. Jacobs ably led a round-table discussion on the teaching of English. Such interesting points as the following were brought up: Should grammar be taught formally in school? How can habitual usage of correct English be motivated? How can an enriched vocabulary be encouraged? Helpful hints on these questions were exchanged. The meeting approved the continuation of the discussion at the next gathering of the Sub-locals.

#### MORNINGSIDE

A meeting of the Morningside Sub-local was held at Milton school on February 15. The projector had successfully completed the first round of the circuit. A discussion took place about the difficulties which were encountered. The teachers decided upon the films which were to be ordered for the third round. The questionnaire sent out about medical and hospital care and insurance was discussed, and voted upon. Miss MacLean served a delicious lunch.

#### MORINVILLE

On February 21 our Sub-local met at the home of Miss Mary Fitzgerald. We discussed the approaching musical festival and we also decided to exchange story books for the children. We agreed to discuss current events at each meeting.

#### MYRNAM

The last two meetings of the Myrnam Sub-local were held at Myrnam on January 11 and February 8th. At the former one Miss Sawchuk acted as temporary secretary. She later gave a review of methods of teaching primary arithmetic involving separations and combinations. Mr. A. Hayduk read the correspondence in connection with the prospective purchase of a movie projector. Miss C. Gereluk gave a summary of results obtained in the December arithmetic tests and the meeting adjourned.

On February 8 even though only thirteen were present, a more interesting agenda was deliberated upon. The councillor reported our Festival date is May 16.

Mr. M. Meronyk gave the festival report in which he disclosed the tentative programme. The proposals for group insurance and the hospitalization scheme were enthusiastically endorsed. The teachers acting upon Mr. Pookkay's suggestions, resolved to purchase War Savings Certificates regularly.

Mr. M. Meronyk was elected delegate to the A.G.M. while Miss Gereluk and Messrs. Meronyk and Pookkay constituted the Resolution Committee.

#### NEWBROOK

The Newbrook sub-local held its regular meeting on February 8th at the Newbrook school with seven members present. The main items discussed were the proposed hospitalization and insurance plans. The meeting endorsed hospitalization but the insurance was voted against. It was decided that all meetings be held at Newbrook, first Saturday of every month. At the end of the meeting Mrs. Tomnuk invited us to a delicious lunch.

#### OLDS

The January meeting of the Old Sub-local was held at the home of Miss Nan Taggart. Suggestions regarding a circulating library were forwarded to the Local. An interesting discussion on Rhythm Bands, led by Miss Marian Bishop, was followed by a Question Box. Lunch was served by the social committee.

The February meeting of the Olds Sub-local was held at the home of Miss Marian Bishop. It was decided to ask for a sample shipment of books from the School Books Branch, to assist the teachers in the selection of new books. An exchange of library books will also be undertaken, those who are able bringing in a box of books to be circulated among the teachers and returned at the end of the year. A discussion followed regarding the Summer School question, as raised by the Local. Mr. Jack Mitchell gave an interesting talk on hydrophonics, after which lunch was served.

#### ORION-MANYBERRIES

A meeting of the Orion-Manyberries Sub-local was held in Wood Glen School, February 24th. New officers were elected, and a delegate chosen to attend the A.G.M.

#### PICARDVILLE-BUSBY

The first meeting of this Sub-local for 1941 was held in Wood Glen School, February 6th. Mr. F. Walker presided. Several items were discussed, including the proposed "Hospitalization Schemes, Insurance and Track Meet." After this, Miss Jean Hill led a discussion on Music. It was decided to hold the next meeting in Spring View School. A dainty lunch was served by the host, Mr. M. Bernard.

#### RADWAY

The Radway Sub-local held its regular meeting on February 15th in the Maseppa School.

A lengthy and somewhat heated discussion took place on the proposed Hospitalization and Insurance Scheme.

All were in favor of group schemes for Insurance and Hospitalization, but also again almost all were of the opinion that these same arrangements could be made with a Municipal or private company, for considerably less than those figures quoted in the circular from head office.

The teachers were also in favor of doing what they could towards securing a flat mill rate, and one salary schedule for the province.

#### REDWATER-OPAL

The regular meeting of the Redwater-Opal Sub-local was held at the home of Mr. John Pasemko, on February the 12th. Resolutions were passed for the Annual General Meeting. A lively discussion centred on the topics of hospitalization and teachers' insurance. A delicious lunch was served at the close of the meeting. The next meeting will be held at the home of Mr. Wm. Wynnchuk, Hill Point School.

#### ROCKY MOUNTAIN HOUSE

The semi-annual meeting of the Rocky Mountain House Local was held in the Eckville Schol on February 15th, with Mr. R. G. Williams presiding. After introductions were completed, the minutes of the convention meeting were read, and the minutes of the executive meeting were read and adopted. The question of salaries and schedules was discussed and recommendations made to the Salary Committee. We were extremely fortunate to have with us Mr. Shaul, Mr. Barnett, Mr. Eyres, Mr. Kostash and Mr. Baker, to offer timely advice in our discussions, and to present interesting addresses on the subjects of group insurance, pensions, and hospitalization schemes. After the meeting adjourned.

#### SPIRIT RIVER-RYCROFT

The regular meeting of the Spirit River-Rycroft Sub-local was held on Saturday, February 15th, at Eaher. Eleven teachers forced their way through drifted roads to make a successful meeting. Plans for Group Hospitalization and Group Insurance were discussed and the questionnaire filled in with suggested modifications of the various plans, for transmission to the Central Executive. Suggestions for the improvement of summer school courses



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were discussed and referred to the Local Executive for further action. A hearty vote of thanks was extended to Mrs. St. Jeanne for her generous hospitality.

### STETTLER SUB-LOCAL

The Stettler Sub-local held its monthly meeting on March 1st, in the Stettler High School. A discussion was held on the matter of Hospitalization and Health Insurance. The matter of War Savings Pledges was also brought before the members. Bank Pledge forms were distributed. After the business meeting, members were entertained by some of the children from Miss Kittlitz' room, who presented two puppet plays. Lunch was served.

### STETTLER LOCAL

The Executive of the Stettler Local No. 44, met on February 1st, at the National Hotel. This was the first meeting of the new Executive which consisted of: President, R. Ward; Vice-president, H. Brooks; Past President, W. H. Pearson; Secretary-treasurer, H. L. Moreau; Press Correspondent, D. Lee.

Sub-local Representatives: Doris Lee, Stettler; A. R. Patrick, Erskine; J. M. Baile, Scollard; R. Ward, Huxley; M. Wortman, Red Willow-Donalda.

### ST. MARY'S RIVER

At a mass meeting of the Teachers of the St. Mary's River local, held at Cardston, on March 8th, 1941, a resolution was passed commending the work of the Public Relations Committee as a very necessary enterprise for spreading the propaganda of the value of education to the public, and urging this committee to continue its work energetically in the future.

### ST. MICHAEL

A meeting of the St. Michael Sub-local was held at Prosvita School, February 21st. A discussion was raised about negotiating with the school trustees about a raise in teachers' salaries. The matter of sickness and accident insurance for teachers was also discussed. Miss Lucy Melnyk was elected delegate to the Easter Convention. At the conclusion of the meeting, Miss Melnyk served a very tasty lunch.

### STURGEON

The Sturgeon Local met in the Board Rooms of the A.T.A. on March 1st. The expenses of the local came in for a thorough combing as did the value of these meetings. It was agreed that the local meetings perform these important functions:

1. Instructs the Salary Schedule Committee.
2. Deals with the general organization of Sub-locals.
3. Assists the Musical Festival Committee.
4. Is now progressing on a reading survey of the Sturgeon Division.
5. Is making plans for a Sub-local and a Local Track Meet.
6. Is issuing a News Letter to keep teachers informed of the activities of their Local.
7. Sends delegates to the Annual General Meeting held at Easter.

The costs of our meetings had been held at a very minimum but the organization costs have this year exceeded that of others. In order to carry on this important work and to send delegates to the Easter Convention it has been found necessary to increase the fee from 20c to 25c pr month, retroactive to March 1st. This means that the deduction for A.T.A. fees will appear on future cheques as 75c per month, 50c of which goes to the head office of the A.T.A. The resolution that we gratefully accept the assistance offered by the Divisional Board to aid us in our Local Reading Survey passed unanimously.

Correspondence from the War Savings Committee resulted in the following resolution which also passed unanimously: Resolved that the executive of the Sturgeon Local are wholeheartedly behind the objectives of the War Savings Committee and desire to offer every co-operation. Our President, Mr. S. Dineen is securing pledge cards which will later be distributed to all teachers. There is no compulsion in this scheme but we urge teachers to contribute regularly as they feel they are able. The Salary Schedule Committee met the Divisional Board on the evening of Tuesday, Feb-

ruary 25 in an effort to have them remove the existing eight and two-thirds per cent now effective on all salaries within the Division. This they have declined to do. At this point the following resolution passed unanimously and it was decided to communicate it to the Divisional Board also. **RESOLVED** that: Should the Sturgeon Divisional Board budget for an amount less than we teachers are asking, they must take the responsibility and should be prepared to face a deficit in their budget.

The executive decided to nominate: For President: Mr. James A. Smith of Paradise Valley; For Vice-President: Mr. E. C. Ansley of Medicine Hat; For Geographic Representative: Mr. Tom Baker. We felt that experienced men were needed in these positions, hence the nomination of the above people. It was also our pleasure to welcome to our meeting a new representative, Mr. Potvin of our new Sub-local at Morinville. Mr. Raymond Shaul and Mr. Tom Baker were also present and aided us considerably. If suggestions or information are desired or certain phases of our work is not clear in your minds, the place to bring these questions to the fore is in your Sub-local meetings and then forward them to the Local through your representatives. The meeting closed after three and a half hours of warm discussion. More news when you make it. In the meantime keep the sparks in those Sub-locals well fanned.

### SUNDRE

The Sundre Sub-local held its regular meeting in the W. I. Hall on February 8th. A small attendance was recorded. There were discussions on School Problems, and the Salary Schedule. Interesting materials were exchanged by the teachers. Later the teachers visited the High School where they inspected the new radio, art work, and shop work. Mrs. Petch acted as hostess.

On March 8th, Eagle Point School was the meeting place of the Sundre Sub-local, and of several visitors from the Olds Sub-local. An appetizing supper was served by Mrs. Parker. The display of books for the School Travelling Library was inspected.

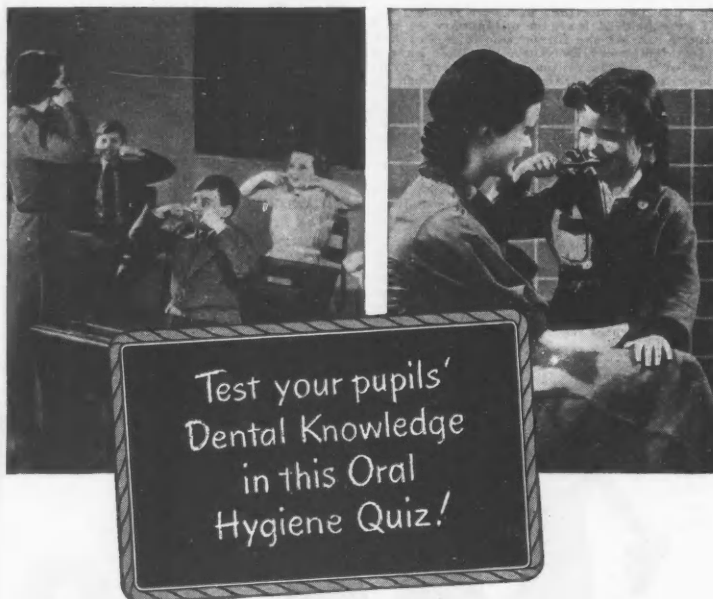
Mr. Parker reported on the meeting of the Executive of the Local. This was followed by the report from the Salary Committee given by Mr. Weir. Discussions, suggestions and resolutions were considered.

Later Mr. Weir displayed some fine art work done in his class, and gave some inspirational assistance in the teaching of this subject.

Useful Social Study and Scientific materials were distributed to those present.

### SWALLOW

The members of the Swallow Sub-local met at the New Swallow Intermediate and High



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School on January 14th. A discussion of sports to be carried on between schools followed the reading of the minutes. The President next gave an interesting report on the Calgary A.T.A. meeting. "Enterprise Education" was then discussed by all present. The members showed a great amount of interest in this topic, which was thoroughly dealt with during the meeting.

The regular meeting of the Swallow Sub-local was held at the Simcoe School on February 11th. After the reading of the minutes and the correspondence the meeting was thrown open for discussion. A lengthy open forum was then held on "The Merits of the Large Division." Current Events and Patriotism were also discussed with a great deal of interest by all those present.

**TABER-BARNWELL**

The February meeting was held at the home of Mr. and Mrs. Heske, after a Theatre Party. After a short business meeting, ice cream and cake were enjoyed by the 11 members and two visitors who were present. Miss Newton and Miss Blod were hostesses.

The March meeting was held on Wednesday 12th, at the home of Mr. and Mrs. Hooper. The members were informed that Mr. Teskey had been elected President of the District Local Council.

Mr. Teskey gave a talk on the coming election for the Central Executive, and Mr. Hooper was chosen as the Delegate to the Easter Convention in Edmonton.

Miss E. Harvie, B.A., gave a talk on "Intelligent Methods of Vocabulary Building." Mrs. Hooper, the hostess, served refreshments.

**THORHILD**

The Thorhild Sub-local held its January meeting at the Tudor School on January 29th. The discussion opened with voting on the amendments concerning the discipline of teachers. The two proposed amendments were approved. The major portion of the meeting was then devoted to the discussion of the salary schedule. The schedule was reviewed for the benefit of new teachers by Mr. Hansen. Mr. J.

Wynnechuk, member of the salary schedule committee was instructed to ask for a lower cut of the minimum salary. Plans for purchasing a projector were discussed, and tabled till further information is obtained.

**THREE HILLS-TROCHU**

The Three Hills-Trochu Sub-local held their monthly meeting on January 18th, 1941, in Three Hills.

Mr. King gave a report on the pension scheme for teachers and was followed by an account of the reorganization meeting for the Musical Festival for this district, by the secretary of the executive, Mr. Collins. He reported that Miss Chapman, Miss Quigley, and Mr. McArthur had been selected for the Syllabus Committee. The tentative date for the festival was set as May 9th. Mr. Turner gave a report on the executive meeting for the Drumheller Local held in Drumheller before Christmas. Apparently there is still a ray of hope for a dollar refund from the said local. There was a lively discussion of the prospects of a Sports Day to be sponsored by this Sub-local at some date in the spring. It was agreed that some provision could be made for transporting the children from outlying districts to Three Hills for that occasion. That rural schools contribute items for the programme at future meetings was a suggestion approved by all.

It was moved by Mr. Wilcox and seconded by Mr. Turner that the next meeting of the Sub-local take the form of a social in Trochu. Arrangements were concluded whereby every teacher in the Sub-local would be visited by representatives of the executive in an effort to get more teachers to take an active interest in the management of their affairs. Mr. Turner suggested that Mr. Bremner, district inspector, be approached for the guest speaker at the banquet to be held as part of the social.

At the close of the business meeting the teachers withdrew to the assembly hall of the school where they enjoyed a demonstration of Choral Singing and a Social Studies review in the form of a "Professor Quiz" radio broadcast.

The teachers then whiled away the better part of an hour in a delightful chat on current opinions while partaking of a very delicious lunch, the abundance of which was much in evidence. I don't know of a better way of putting in profitable Saturday afternoons, than taking advantage of these friendly get-togethers.

**TOMAHAWK**

At the March meeting of the Tomahawk Local, the teachers voted against hospitalization insurance, on the grounds that mounting prices and war assistance costs are an already severe strain on incomes. It was decided to start a Young People's Group in the district for the furtherance of social and cultural activities. At the close of the meeting, Mrs. Overbo and Miss Sporleder served a tasty lunch. On Valentine's light \$50.00 was raised by Tomahawk and the surrounding school districts for the Red Cross.

**TURNER VALLEY**

The regular monthly meeting of the Turner Valley Sub-local was held on February 5th at the North Turner Valley High School. Mr. Cox read a letter from the office explaining that the salary of each teacher would continue to be paid on a twelve month basis, each one to receive the July cheque at the end of June and the August cheque at the beginning of September. Before voting on the hospitalization bill it was unanimously agreed that we should have a complete report on the hospitalization plan of the Foothills Health Unit. Mr. Shearer and Mr. Harry McCullough were elected to report on this plan at the March meeting. A letter concerning the nominating of a candidate for the provincial A.T.A. was then read by the Secretary. The meeting decided to not enter a candidate from Turner Valley District. All future meetings will be held on the first Tuesday of the month. Following the business session a social was held. At the conclusion of the delicious lunch that followed the social Mrs. Arthur Moi (nee Miss Greta Stuart), retiring teacher of Royalties primary room, was presented with a complete set of dinnerware.

**TWO HILLS**

Despite adverse weather conditions the Two Hills Sub-local held its February meeting in Two Hills on the 22nd. Mr. C. Tymchuk reported that the tests in Arithmetic, which the members of the different Sub-locals of the Two Hills Local have been preparing, will soon be distributed and given to the pupils during the first two weeks in March. This was followed by a report by Mrs. K. Myskiw re the progress of the Festival Committee in preparing for the May Festival. A resolution re more complete description of the reference books by the Department of Education was passed for consideration at the Annual General Meeting. Mr. S. Clarke was nominated delegate to the Annual General Meeting.

**VERMILION**

The second meeting of the Vermilion Sub-local was held at the Elk's Hall on February 15. Owing to poor attendance of rural teachers, the intended discussion on Supervised Study was postponed, as it had been prepared principally for rural teachers. We just had a business meeting. Mr. J. J. Part was chosen as our delegate to the Easter Convention. It was decided that the March meeting should consist of a discussion led by Mr. Bussard on Social Studies, and that the April meeting should include a discussion regarding the proper way to conduct the Track Meet.

Our next regular meeting was held on March 15. It was a very enjoyable and helpful meeting, the main feature of it being a paper by Mr. Bussard about methods of teaching Social Studies. We were given many good ideas on this subject and our only regret was that weather conditions prevented more teachers

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from enjoying it too. A discussion followed. Our next meeting will be on April 26.

#### VETERAN

A delayed reorganization meeting was held at the Veteran school on March 9. The executive chosen was: President, Mr. Arnold Goulson; Vice-President and Councillor, Mr. Pat Quinlan; Secretary-Treasurer and Press Correspondent, Miss Orpha Ulseth. Miss S. Mattson will represent our local at the Salary Committee and Mr. Pat Quinlan was chosen as our delegate to the Easter Convention. Although somewhat tardy in getting together, the teachers proved that they had not been asleep this winter. A most enthusiastic business meeting was held and an interesting programme for the remaining months was discussed. After the pros and cons had been light it was decided that a festival will not be held this spring. Due to sickness, school attendances have been at a very low level since Christmas. The meeting adjourned to the cafe where our "Dutch Treats" were greatly enjoyed by all.

#### VILNA

The February meeting of the Vilna Sub-local was held at the Vilna High School on February 1st. The projection lantern was discussed when the meeting was opened by Mr. Filevich, vice-president. The former president, Mr. Gordon Ross was called to serve his country. Mr. John Skuba became president by acclamation. A report on the moving picture machine was given by Mr. Jack Repka of Bellis Sub-local. Plans were made to have a dance at Bellis on February 28 to get funds toward operating the machine again. The insurance and hospitalization questionnaire was discussed and tentatively filled out.

On March 8 the Vilna Sub-local met at Vilna. There was a discussion about the gramophone and records to be used in our locality. A committee was appointed to select records

for the junior grades. Mr. Filevich was elected to take charge of the schedule for the gramophone. Mr. John Blasechuk was elected delegate to the Easter Convention. The president

read the financial statement of the dance that was held at Bellis. The dance was a success socially but not much profit financially. Next there was a discussion about the festival. Mr. Kupchenko, high school teacher at Errol, gave a very interesting and inspirational talk on languages. Several excellent points were driven home by Mr. Kupchenko's oratorical ability.

#### WASKATENAU

The Waskatenau Sub-local has been holding its meetings on the first Saturday of each month during the present school year. The annual track meet sponsored by the Sub-local was held on October 5th with five schools participating. Mr. Nicoll, who is Sport's Convener of the Waskatenau A.T.A., is also in charge of the Government Physical Training School being held this winter in Waskatenau. On February 15 the Physical Training School held an Open Night, at which the three cups which are up for competition each year, in connection with the Track Meet were presented. The cups go to the boy or girl and school with the highest number of points. Cups were presented to Ruby Wilson of Waskatenau and Norman Carefoot of Clodford. The School Cup went to Clodford for the second year. Diplomas were presented to the boy and girl in each class with the highest number of points.

The last regular meeting of this Sub-local was held on February 1st at the home of Mr. and Mrs. Cluchy. The main item of business was a discussion of the Pension Scheme, and some recommendations were handed to Mr. Rosenthal, to be presented to the Smoky Lake A.T.A. A dainty lunch was served by the hostess Miss Knight and Miss Lawrence, assisted by Mrs. Cluchy.

#### WEST STARLAND

The West Starland Sub-local held its meeting at Rowley on February 19. Mr. C. C. Bremner, M.A., Inspector of Schools, and Mr. A. Bagley, Divisional Trustee were also present. A short business meeting was held. There was a spirited discussion on the subject of Alberta Summer School Courses. Mr. Bremner gave an interesting and helpful talk on the Integrated Programme. Using as an example "Life in Arabia" he endeavored to show the teachers how to plan, prepare and execute a complete enterprise. A round table discussion followed. Misses E. Dodd, M. Morrison, R. Anderson and Mrs. A. Edwards were hostesses during the lunch hour.

#### WINTERBURN

The regular meeting of the Winterburn Sub-local was held February 8th in the Imperial Bank Building, Edmonton. Mr. Shaul outlined "The Group Insurance Plan"; Mr. T. Baker explained the three types of hospitalization. The teachers discussed these and a vote was taken. Executive business formed the main part of the meeting. For president of the provincial executive all teachers were in favor of Mr. Shaul retaining his office. It was suggested that Mr. T. D. Baker run as vice-president but if his powers as district representative prove greater he will continue in that office.

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